

RECREATION

— September 1937 —

Time to Kill

By Julian L. Greifer

For a Hallowe'en Carnival

The Square Dance—A Social Recreation Aid

By G. Harry Harrison, Jr., B. S.

Developing Clubs in Community Centers

By Alan Krim

A Plan for the Improvement of Huron Valley

By Henry S. Curtis, Ph. D.

RECREATION

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Table of Contents

	PAGE
Joseph Lee	338
Recreation and the Social Integration of the Individual, by Dr. James S. Plant	339
For a Hallowe'en Carnival	343
Time to Kill, by Julian L. Greifer	345
Developing Clubs in Community Centers, by Alan Krim	349
Here Comes the Play Lady! by Felice Piatrowski	356
Clubbing in Rochester Schools, by Ronald George Barres	357
The Square Dance—A Social Recreation Aid, by G. Harry Harrison, Jr., B.S.	359
Recreation in Mill Villages	364
"It's Thar, Effen You Know How to Git It," by John W. Handlan	365
Good Times in "Ag Alley," by Dorothy Langshaw	368
Recreation in a College Town, by S. Shirley Roberts	369
Recreational Provision in Housing Projects	370
At the Portola Recreation Center, by Paul Madsen	371
"Never Too Old to Play," by W. Duncan Russell	373
A Traveling Museum	376
A Plan for the Improvement of Huron Valley, by Henry S. Curtis, Ph.D.	377
A Recreation Project in Jersey City	382
You Asked for It!	383
World at Play	385
Edward E. Loomis	392
New Publications in the Leisure Time Field	399

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Youth Leadership

Two million youth each year ready
for work,

two million youth each year ready
to mate,

ready for adventure,

waiting to live.

Husks will not feed them.

Living for youth each year must be faced anew.

Life through machines is not enough.

Group moulding to other people's ends is soon
recognized for what it is—rank impertinence.

Not what we want, not our point of view
matters most.

But what lies within youth themselves
brought out, drawn out, will in the long run
give enduring satisfaction.

What is within youth—1937 model,
what capacity has he,
what needs he in activity, in food
for his own life?

Money is but a small part of his need.

How may his family, his church, his community
give him emotional security,
make him really needed,
make him really count,
build him into his age and generation?

External wealth and security alone will never
do it.

It's power within that counts.

It's growth of powers, capacities, relationships,
activities that matters.

Youth has always hit the trail,
pioneered,
gone West,
been going places.

Youth is no different today.

The leader is a guider of activity,
a developer of the inner self,
a discoverer of the means of growth.

In the free hours what may youth do
to build a life?

What are the substitutes for
war against the neighboring tribe,
seeking the Northwest Passage,
discovering the North Pole,
living for a time at the South Pole?

What for each individual youth gives
growth, expansion, outreach, lift?

In the hours of freedom when there is
time to build a life, to grow a life,

what avenues are open?

What may each according to his gift do
with hand,
with voice,
with trained eye,
with ear,
with skilled body,
with mind,
with all his powers united?

Man's cry is only in small part a cry for bread,
for gold.

Always — ever —
the desert waste,
the ocean vastness,

the uncharted air,
the impenetrable jungles,
the snow-covered poles,

the crusades,

the wars,

the battles of the spirit,

the undiscovered areas of thought,

have called men to leave comfort

and the best have given up comfort
to follow a dream, a form of battle
a form of search, a
commanding activity.

The task of the leader and guide
is not by group pressure to make
those in his neighborhood into some
pattern he chooses for them, to build
them into a mould

but rather to know enough about the
nature of man

to try to free each individual to be
himself, to find himself, within
the limit of his possibilities.

One youth's life must not be built at
the expense of another.

Certain fences there must be.

But the unnecessary walls that thwart,
frustrate, bewilder

must be removed and outlets provided.

What are the prison walls that confine
the human spirit,

what are the chains that shackle,
what are the clouds that darken,
what are the fears that weaken,
what stops the song,
what makes the dance to cease,
what brings old age before its time,
what takes from life its sparkle,
what blows out all the light and color,
what halts the current of life?

Music, drama, dance, arts, crafts, games,
athletics the leader must know.

Even more he needs to know

the nature of youth, of man,
the heart's unspoken desire.

Of knowledge there is nor height, nor
depth, nor breadth

of what is in the heart of man
that will not serve him.

HOWARD BRAUCHER.

Joseph Lee

On the morning of July 28, 1937, Joseph Lee, for more than twenty-seven years President of the National Recreation Association, died of pneumonia. No words are adequate to express the loss which the National Recreation Association and the national recreation movement have suffered. To many the loss will come as deeply personal.

In the near future an issue of the magazine will be largely given over to Joseph Lee and the meaning of his life and work. It is hoped that later a special day, the same day throughout the country, will be set aside on the playgrounds and in the recreation centers to pay tribute to what Joseph Lee has done for America.

Recreation and the Social Integration

of the Individual

By DR. JAMES S. PLANT

Director, Essex County Juvenile Clinic
Newark, New Jersey

To the Twenty-second National Recreation Congress at Atlantic City Dr. Plant brought a message which made a great impression. "Of what profit are techniques," he asked, "if attitudes and relationships are neglected?" "Are results the chief aim of your program?" Dr. Plant's address should be read by all recreation workers and officials.

RECREATION from the point of view of the psychiatrist involves the attitude which one has about a task rather than the task itself. It involves what comes through the way in which one does a thing, rather than the thing that is done. Thus recreation fundamentally arises from certain attitudes.

Attitudes Versus Techniques

This is important for a number of reasons—the chief one perhaps being that you cannot teach attitudes. On the other hand you *can* teach techniques. I can teach you how to play golf, I can teach you how to play foot-ball, to play chess, to do arithmetic—through words. The language of techniques is a verbal language. But I can get you to develop attitudes only through my own attitudes—that is, through contagion. I can give you faith in something only through having faith in it myself. And if I want you really to enjoy something, I have to enjoy it myself. I labor somewhat on this point because to the extent that you are Americans, and especially to the extent that you are tied into the school systems of this country—do you find yourselves in a word-centered culture, in a culture that has definitely committed itself to the teaching of techniques.

Examples of this difference between techniques and attitudes, between words and psycho-motor tensions, between what is known and what is felt, present themselves at every hand! You see it as the baby grows up; as he goes from one to two years, and then from two to three you see so beautifully the constriction of your communication with him as that becomes more and more a word communication.

Often one reads of a situation where four or five or six people are gathered and that these people "feel in perfect communion with each other." The book usually goes on to say "—— though not a word is said." About this the book is wrong; it should read "—— because not a word is said."

Long before there were verbal modes of communication there were these psycho-motor modes of communicating. Long before man could predict and talk about what the weather would be tomorrow, he showed through his dances, his body movements and expressions, through his psycho-motor tensions what he hoped and wanted the weather to be.

I have elaborated this first point (that recreation has to do with the attitude with which something is done) because I am absolutely sure that as you go back to your groups it must be with the realization that you cannot teach attitudes—that your groups will develop the proper attitudes only to the extent that you have them yourselves. It is precisely this, if I may be frank, that makes me fearful of this sort of Conference. Out of Conferences and national meetings it is so easy to develop techniques—to develop machinery. And here I stop—except to say that anything which you want to do in your local community in the way of recreation must be something which you absolutely believe in yourself. Here is perhaps the one place in which you have to practice what you preach—where, indeed, what you preach is what you practice.

Interest in Doing Rather Than in Results

Secondly, one says of recreation that it is far more interested in the carrying through of a task than in the result that is obtained; it is in the doing of a thing rather than in the final result that we have the real elements of recreation. Here again you have a difficult struggle ahead of you because it is typical of the American culture that it is interested in results. As long as you are getting so and so many people together, so long as you have such and such tournaments, when you can advertise the thousands who compete—America will call you successful.

We see this with the child, don't we? We see that in the kindergarten and first grade (and from there on) there is praise for the result he obtains. From these earliest years we bend each one to this philosophy of perfection—that it is the best result that is the important consideration. Well, all right. As long as there are trees to cut down and rivers to dam, cities to build—for so long do we have to have results; but unless I very much miss my mark this is not the fundamental element in recreation. To the extent that you add recreation to the group of American activities that are interested in results, to that extent do you sell your birthright for a mess of pottage.

If you are interested in physical education—then of course you are interested in results. There will be every sort of demand upon you as to "what results you are getting." Any pioneer culture has to be interested in results. Wherever man faces great difficulties he must believe that whatever is worth doing is worth doing well. But I take it that this whole movement you are in and are heading up, carries us beyond that.

To the extent that you tie yourselves to the results obtained, to that extent, I think, do you get recognition in your community and get it rapidly—but to that extent, again I say without hesitancy, you are selling your birthright for a mess of pottage.

Recreation as an Integrating Experience

Then the psychiatrist would say about recreation that it is an integrating experience—and that it is so because it follows the rhythm of the individual.

E. C. Lindeman draws a distinction between the tool and the machine. A tool in one's hand—a chisel, a plane, or whatever else—is an extension of the individual. It follows the beck of the individual. It moves on the basis of the rhythm of

the individual. But a machine does not do that—it imposes its rhythm upon the worker. A machine has its own rhythm and does not act as an extension of the individual's rhythm.

The psychiatrist sees recreation as an integrating experience because it represents (as does a tool) an extension of the rhythm of the individual. Of course you can make it otherwise if you wish. You can build your organizations, your courses and curricula, build your techniques—you can come to your annual meetings and busily construct machinery which will impose its rhythm upon the people of your community.

Because, of course, there is social machinery just as there is mental machinery. Moreover it is one of the tragic fallacies of American thought that it believes that because it can make every sort of gadget with machinery it can make people happy with machinery.

This you see beautifully in the field of delinquency. Because in 1900 we had too much delinquency we set up the juvenile court. Then as we found that that piece of machinery didn't solve the problem we developed probation. Have we lost our faith in the ability of machinery to cure our troubles? Oh no! As delinquency flourishes we ask for more probation officers, more and larger clinics—more machinery. You have been very courteous in inviting me here—and in listening to me. I realize that it isn't polite to answer this in saying that I'm terribly afraid of precisely what you are doing here this week. Because when we get together we build techniques—and we talk results. We seem to have to say "we have three thousand in our group"—"yes but we have thirty-five hundred in *our* group." This driving urge to build machinery, to measure what we do in results—this belongs to the pioneer culture of America but I don't believe that it is of the essence of recreation.

And why not? Because as you build machinery, whether it be that in the factory that makes beautiful automobiles or that in the city that builds an integrated playground situation—that machinery imposes its rhythm upon the individual and is by so much a disintegrating experience.

The Individual Must Live with Himself

I would say a fourth thing, if I may, about recreation. Unless I am very much mistaken it demands that the individual live with himself.

Of course, you reply "Well, that is all I've been doing anyway since I was born. I don't see any-

Game techniques can be taught, but it is only through contagion that attitudes are developed

thing particularly magical about that." But I don't agree with you—really about the last thing that we Americans do is to live with ourselves.

America has to a great extent escaped into reality. A people who have conquered every material adversity, a nation that has built and constructed and fabricated endlessly had only one answer even to the Depression—somehow to find more work for people! The only answer that America has to any problem, unless you people save her from this sort of thing, is more things to do, more things to make, more things to accomplish. What happens to American men and women whom you know when they stop working? They crack up pretty soon, don't they?

We psychiatrists talk a good deal about neuroses. You know, a neurosis is a way of escaping from something. Did you ever stop to think of work as a neurosis? America has to a great extent escaped into work. Unless I am greatly mistaken, one of the results of an economy of plenty, one of the lessons which the Depression was beginning to teach us, is that we begin to learn to live with ourselves, to use instead of forever making, to discover ourselves instead of always running out through our finger tips into the world around us.

I'm not talking from the point of view of balancing production and consumption; of developing markets or the flow of gold. It is as a matter of its mental health that America must discover itself, must think more of what it means to other people instead of what it can do for other people.

Relationships Rather Than Mechanics

Again we come back to what I've bothered you with several times this evening. America has been a pioneer culture. It has had to work its fingers off to do the necessary things. It has been forced to interest itself in results. There is nothing to



criticize in that. But I take it that the field of recreation carries the banner of a new era. There is still much to be done, there will be many new and startling inventions, we will still produce in plenty—but if the signs of our last thirty years mean anything, it is in the relationships of life rather than in the mechanics of life that we will make our chief advances. Because recreation involves the attitude with which we do something, because recreation strengthens the rhythm of the individual—for me, it carries the core of meaning of this new venture.

And so:—

Recreation emphasizes the attitudes of individuals; and attitudes are not taught, they are caught.

Recreation is interested in the things which people are doing, rather than in the finished product. It does not marshal its baseball tournaments, or thousands of well-trained gymnasts. It struggles as best it can against America's insatiable demand for results.

Recreation is an integrating experience for the individual because it catches, strengthens and projects his own rhythm. Once more I warn you that machinery is not integrating; and the better the machinery the more disintegrating it is to the individual.

Recreation builds something about knowing myself, about living with myself, about my own development rather than that I escape into reality.

Social Integration

My definition of social integration is merely the one which I am using in our discussion tonight. There is no compulsion that you accept it—or even any part of it.

Very real and compelling social integration has occurred in the past in many situations. I think that it has occurred in those cultures and with those people who have had a central core of meaning for their total patterns. We can speak, for instance, of a God-centered culture—because there have been cultures in which everything that man did, his eating, his sleeping, his going about through the day, even his life or death, were measured in terms of what they meant to God. There are among primitive people, of course, still such cultures. Here you see integration. This does not involve regimentation; it does not necessarily involve everybody's doing the same thing. Integration comes because everything that is done is measured in terms of the same central core of meaning.

We have had family-centered cultures of which perhaps the most outstanding example lies in the traditional Jewish culture where each person had his place, his importance, measured in terms of what contribution to the family this implied. There are even some Jewish prayers which can be said only by the family group—that is, in a family-centered culture in certain situations the individual cannot even approach God except through the family.

There have been state-centered cultures of which our feudal period was perhaps the best example. Here again there were good and bad people—the righteous and the evil. There were those who walked uphill and those who walked down. In other words integration does not involve regimentation. What it does involve is that every one of these events is to be interpreted in terms of, or in reference to, the development of the state.

One of the most dramatic aspects of our present situation is its social disintegration—that it lacks any central core of reference to which we can tie our various preoccupations and activities. The past two generations have made the two abortive efforts. It's my impression that neither will last. Admittedly one of these—centering about what is called "edu-

cation" may go a long way. Note how we would solve each of our problems by raising the age to which children must attend school. Grades and degrees have become quite as much a measure of social as of intellectual status. How long this will last or how far it will go, I don't know. Another centering idea has been that of profit. Indeed with some accuracy one could speak of the period since 1870 as a profit-centered period—in which man's success and happiness were measured in terms of money. Notice how America has measured its whole development in terms of "the American standard of living"—in which what one possessed has been more and more the measuring rod. It is my own impression that knowledge (rather than wisdom) and goods (rather than goodness) are not going to develop as the centering factors in our culture. But they may.

Be that as it may—you will see that social integration on any basis which has occurred in the past is pretty much opposed to anything for which your group is fighting. As I see it, either recreation has nothing to do with social integration, or the latter must develop around meanings which it has not used in the past.

It is because of my belief that this latter possibility is now developing that I ask leave to speak for a little while on the matter of an individual-centered culture. I think that there is a good deal of evidence that slowly and laboriously an individual-centered culture is developing. It may take five more—or fifteen more—generations, but that it is on its way I have some feeling of certainty. There is some data in support of this—some data that family, school, court, etc., are asking what they mean to the individuals they touch, rather than what do these individuals mean to the institutions.

For instance within the family everywhere throughout the country is a rapidly developing interest in what the family experience means to each of its members—and, of course, particularly what it means to the child.

The school is certainly very definitely asking what this experience means to the child. The teacher's interest in living rather than academic subjects shows this shift from a curriculum-centered to a child-centered school.

(Continued on page 390)

"There will be every sort of demand upon you as to 'what results you are getting' . . . To the extent that you tie yourselves to the results obtained, to that extent, I think, do you get recognition in your community and get it rapidly—but to that extent, I say without hesitancy, you are selling your birthright for mess of pottage."

For a Hallowe'en Carnival



HALLOWE'EN rolls round once more and it is necessary to rack one's brains for ideas for a party, because, of course, there will have to be at least one, perhaps two or three, to include everyone.

Each year it's the same: Hallowe'en—a party, not only because this holiday lends itself to parties, but because it keeps the “young-uns” out of mischief. Still it is difficult after a while to find new ideas, since the traditions of Hallowe'en cannot be escaped. Streamlined Twentieth Century ghosts? Red and blue decorations? Impossible! There must be the same old ghosts, the same hooked-nose witch astride her broom, and the same old pumpkins and bats and orange and black decorations! But they must be presented from a new angle. A carnival for everyone, young and old, might do it. We'll try it!

General Plan

The Hallowe'en party is to be a carnival in an institution, recreation center or on a playground. Everyone, young and old, is to come and participate in a number of different activities running simultaneously in booths. To avoid congestion and add to the fun each guest will be given a “roll of bills” (play money) which will admit him to the concessions. One special bill can be exchanged for refreshments. If you feel more ambitious, a program of songs and skits and other Hallowe'en “doings” may be given either before the carnival booths are open or after they are closed.

Invitations

Publicize the party in order to let all in the neighborhood, or parents or friends of center members, know about it before they make other plans. Posters and mimeographed or “hekto-graphed” announcements and spooky invitations made in the craft classes will carry the message.

“Hobgoblins, elves and gruesome things

Now may be passing by.

The gypsy witch is out tonight —

So pause, take heed, draw nigh.”

Decorations

To suggest decorations in detail is to steal half the fun of being on the decorating committee. Using the traditional Hallowe'en “tokens” any number of different effects may be had through stressing any one token or symbol or through different arrangements. Decorations may be elaborate, or they may be simple and still be effective. Here, to remind you, are a few of the things you can use: witches and the owls, cats, bats, broomsticks and caldrons associated with them; pumpkins (of cardboard boxes or real ones,) ghosts, spiders, skulls, skeleton, bones, chains and any other spooky objects you can find.

For the carnival booths make attractive posters and have a costumed spieler to draw the crowd. Decorate the stalls or rooms used for booths, and make signs for each with the name of the game or activity and the price of admission. Booths may be made of cartons, screens or a light wood frame covered with paper or burlap.

Money

Mimeograph quantities of money on paper of different colors. Quite a number of “bills” can be drawn on one sheet of paper for they need only be about $2\frac{1}{2} \times 4\frac{1}{4}$ inches. Each person should be given enough money so that he can participate in every activity if he so wishes. Each bill may be marked a different value and each game charged one of those values; each piece may be labelled as a pass to a certain game, or the money be used in any way the owner desires. (He may spend it all on two or three activities.) One special piece at least must be set aside for refreshments lest a few hungry ones “buy out” the booth. Slips of paper may have the money value crayoned on if a mimeograph is not handy. Let the sums be large—\$10, \$20 and \$50 at least. Let everyone feel rich for this one occasion!

The Carnival Booths

The Chamber of Horrors. No Hallowe'en party would be complete without some creepy activity. The Chamber of Horrors will provide that. Its exact nature depends somewhat on available facilities. A separate room, dark, or darkened with paper bats hung from the ceiling, strips of paper blown by a fan, soft objects on the floor to step on and spooky sounds of chains and groans and screams give the desired effect. There may be a dimly lighted corpse and two yellow eyes gleaming in a corner. When a group has gathered, seat everyone and pass around in the dark the parts of the late Mr., telling a slightly gruesome story all the while about his sad fate. Grapes may be used for his eyes, a moist sponge for his brain, beans for his teeth, dried peaches for his ears, fur or a doll's wig for his hair, empty spools for his vertebrae, boiled macaroni for his windpipe and an old glove full of moist sand for his hand.

The Witch's Museum. In the museum are stands on which appropriately labelled objects are laid. Here are a few possibilities: Famous ghosts (pictures of famous people who have died); witch's charms (rabbit's foot, wish bone, penny, four-leaf clover and horseshoe); bones (a pair of dice); witch's affinity (cat); witch's cooking utensil (caldron), and witch's means of transportation (broom).

Black Magic. This booth is presided over by anyone who can do a few magic tricks. Dressed as a witch, he or she casts spells and mutters "abacadabras" while performing. Many people, young and old, know one or more magic tricks; these can be pooled and one person perform them. From time to time the ten cent stores have simple books on tricks and the library will provide more. This type of booth ought to be a room with chairs, but a closed off corner of a room and paper mats on the floor will suffice. Everyone should be able to see.

Fortune Telling. A black cat, a ghost, or a witch may tell the fortunes in any one of several ways. A large mirror may be set up in a darkened booth. The "victim" closes his or her eyes, opens them when told to and sees the image of his or her true love in the mirror. Two "images," one dressed as

a dilapidated tramp, the other as a prim old maid, hide in a corner and step out and look over the shoulder of the "victim" at the right moment, the old maid looking over the shoulder of a man, the tramp over the shoulder of a girl.

The fortunes may be told by cards or be read from symbols inked on pumpkin seeds selected by the "victim" who reaches into the pumpkin and picks out several at random. The meaning of each symbol is written out in advance for the fortune teller.

The Witch's Caldron. This is but a dressed-up version of "Fish Pond." Each person "fishes" into the witch's caldron and keeps what he catches. This may be a stick of candy or a cheap novelty present. Each person should have one ticket marked "witch's caldron" so that one person does not "fish" the caldron dry.

The Ghost Walk

Dancing might be included on the program. It may be carried on in a roped-off section of the auditorium or gymnasium with the booths about the walls, or it may be held in another room. Of course there should be a charge—in the make-believe bills.

Ghost Stories

If you have some one who can tell a good ghost story, set up a booth and announce the "Most Ghostly of Ghost Stories of All Times." This story should not last over five minutes, and a group should be gathered and the doors closed during the story.

Games of Skill

For those desiring more active participation, have a number of skill game booths appropriately labelled. These games may well be the usual progressive game type of activity dressed up to fit the theme. Here are a few games which take little space and are challenging. Prizes may or may not be given, but a "fee" is charged as at the other booths.

1. **Bobbing for Apples—or Apples on a String.** These are so traditional they need no explanation. Do not omit them.

2. **Pin the Tail on the Cat.** (For children). Blind-fold the children, let them attempt to pin a tail on a tailless cat hung on a wall.

(Continued on page 391)



Time to Kill

By JULIAN L. GREIFER
Binghamton, New York

THOMAS BROOKS, shoe worker, is home from the factory at half past four in the

afternoon. Since the factory went on a forty-hour-week schedule, he has three additional hours free daily. He is not tired but feels dull from the grind of the machine. Its noise still hums in his ears. He feels restless after being tied to his work bench for eight hours. He lolls about the house; finds little to do; scolds the children because he is irritated. He picks up the newspaper, reads the comics, glances through the sport page, scans the headlines, and looks at the movie advertisements. He finds, with regret, that he has already seen one picture Sunday night and will not be able to go again until pay day, Friday. Well, he will see the boys at the back room at Ginty's saloon later in the evening. Perhaps, he will be luckier than he was last night. He argues with his wife for not having supper ready sooner and spanks Thomas, Jr., for annoying his sister.

Thomas Brooks is one of the 199 workers out of a total of 782 who wrote, "I hang around the house doing nothing," in describing, for a local questionnaire, the manner in which he spends his free time. One-third of the total number of free hours of these workers, an average of 13½ hours a week, was spent in this absorbing manner. The questionnaire was distributed among 3,500 workers in Binghamton, New York, and vicinity during March, 1935. It attempted to discover how free hours were allotted in a single week to various activities and what the worker would prefer to do if he had more time and more income. This study was undertaken because it became increasingly evident that with the introduction of the shorter week in most of our Binghamton factories, the workers possess far more hours of freedom than they spend in toil. This survey, among other things, brought to our attention forcefully the fact that one-third of the workers examined, and to some extent the rest of the group, are killing time, a murder that seldom goes unpunished. Festering in idleness eventually prepares the background for broken homes, delinquency and neuroses.

This "windfall" of new hours may be spent "in doing nothing at home"

increasingly, and "doing nothing" in saloons and on street corners. Ill-spent leisure may

mean an increase in crime. When many of the textile mills in the south reduced their working week to 44 hours, it was noted that the rate of delinquency in those localities trebled. Leisure properly utilized gives the worker physical and emotional relaxation. He is likely to become more cheerful and cooperative on the job, to lead a more normal family life, and to hold more steadily to his employment. The new leisure that has fallen in the lap of 60% of our population should be of concern to the industrialist and should bring to the social worker the realization that it may become a disturbing factor in social relations. The church and the school should become cognizant of a responsibility they have been neglecting. It is a challenge that no community dare ignore.

Promise, Danger and Challenge Are Involved!

Many social workers, school people, sociologists, and psychologists have realized the promise, the danger and the challenge implied in this gift of the machine, the abundance of free time. They have played their spotlight on the many phases of this problem and its implications. "Our Growing Leisure," "Leisure in the Modern World," "The Bright and Perilous Face of Leisure," "The New Leisure Challenges the Schools," "The Threat of Leisure," "The Menace of Leisure" are the titles of some of the contributions to the vast literature that has grown around the subject. So much has been written that voices of skeptics are now being heard "pooh poohing" all this excitement as so much ado about very little. It is pointed out by some authorities that workers are still so poorly paid that it is out of the question for them to indulge in recreation. Some of the responses received through the questionnaire touch on this problem: "I support three people. My

It is an encouraging sign that increasingly study is being given to the leisure time needs and desires of individuals. This report on the desires of practically 800 workers is a significant one.

husband has had no work for two years. I have no time for fun." "I'm too tired when I get through with my work to think of anything." "Give the worker less to worry about and he will take care of his own leisure." "I like to work around a house but I can't afford one."

Nor is the worker barred from the enjoyment of his leisure only because of his meager income; his problem is more than the lack of money. It is a whole complex of limitations that enslaves him. Not only does the wretchedness of his environment, his cultural and educational shortcomings confine him, but he has also been victimized by a set of values left him as a heritage by an age of scarcity. He has been inoculated with the doctrine that work is sacred, while leisure is sinful idleness. From his school days, he has been tied to a life of pure utility, ignoring its play and its decorative periphery. As John Dewey describes it: "We say that all men are free and then provide them with the mechanical training and life that enslaves them." It is therefore not surprising that he finds himself not only without means, but ill-prepared, helpless, and bewildered in the face of an increase in unemployed time.

Poverty and unemployment comprise a problem apart and should be of grave concern to the economist and every socially minded citizen. But we must realize that the great majority of people at work today (84% of our total working population) have had their working hours considerably reduced. The working class is slowly emerging as a leisure class. In communities like Binghamton, where unemployment has not been as severe as elsewhere, where the increase of free time after working hours is constant, the problem of the increase of the leisure time of the industrial workers must be met. Good community planning, civic responsibility, and a socially minded educational system demand it.

Knowledge Is Essential

In order to plan for a wholesome and socialized use of free time by our wage earning population it was necessary for us to know their present leisure time habits, interests and desires, so that we might devise an adequate program and build the needed resources.

We invited shoe workers, pin rackers, furniture

Professor Paul Douglas of the University of Chicago found that while during the thirty years prior to 1914 only 7.8 hours were cut off the average week, between 1914 and 1920 it decreased another five hours. In recent years the 35-40 hour week has cut into working time even more. Fifty hours of freedom weekly is becoming the general rule.

movers, railroad men, operators in clothing factories, bakers, and many other types of workers to answer our questionnaire. Of the 782 responding, 483 were men and 299 were women and the largest group (541) ranged between the ages of 20 and 50. The majority had not gone beyond the eighth grade educa-

cationally, as we anticipated.

Here is a picture of the ten highest ranking activities, according to the number of hours spent in each:

Activity	Avg. Weekly Hours	Number Answering
Doing nothing at home.....	13.4	199
Care of home and grounds.....	10.3	332
Talking to people	8.8	345
Listening to dance music on radio..	7.7	451
Reading newspapers	6.5	565
Motoring for pleasure	6.2	205
Visiting friends and relatives.....	5.0	207
Reading story magazines.....	4.5	211
Movies	4.6	388
Religious services	3.2	294

This table does not tell a very cheering story. "Doing nothing" ranks high. A lot of talking to people and visiting neighbors, relatives and friends, which means more talking, is second in importance. In the main, sitting-down pleasures are indulged in: listening to dance music on the radio, movies, motoring, magazine story reading (usually of the so-called "pulp" variety: *True Fiction*, *True Love*, *True Detective* or *Amazing Fiction*, *Amazing Love*, *Amazing Detective*, etc.), newspaper reading—and here recent studies reveal that such reading implies in order of time spent: comics first, sports second, and scanning the headlines third. Care of home and grounds, with 10.3 hours a week, appears to be the one creative activity high on the scale, but upon analysis its high promise must be deflated. Its large total should be ascribed to the fact that women, who average 16.1 hours a week in home care, used up most of that time in clearing away the breakfast dishes upon their return from the factory, preparing the evening meal and doing the house chores. The men seem to loiter about the house getting in their way while the women work. The men reported 5.0 hours "working around the home and grounds" to the women's 16.1 hours. Both men and women spend equal time listening to the radio and at the movies, but while the women seem to do more talking and visiting, the men sit around at the beer garden or indulge in card playing to a much

greater extent. Church going interests women slightly more than men but as a whole it appears that less than 40% of the group attend weekly religious services.

There does not seem to be any physical activity that occupies much of their time, no evidence of cooperative recreation, no participation in cultural or educational group activities. As a whole, their occupations during leisure supply them with few and limited outlets, some excitement but few releases for suppressed energy, and little utilization of the areas of personality that dry up in the factory atmosphere. Since production has been standardized, the use of the conveyor system has become general and routine tasks specialized, emotional and nervous strain on the job has definitely increased.

What Does He Do?

The tired worker "escaping" from his toil indulges in what relieves the tired business man, as our study and many other researches have disclosed. If he has a car, he sets out for nowhere and gets there, satisfied by the mere speed of motion. At the movies he sees how the wealthy behave, or how Hollywood thinks the wealthy behave. He thus gets his intimate touch with luxury. He takes his pleasures sitting down, by injection, at the fight ring, the football stadium, the bleachers. The worker spends, it is estimated, 13% of his income on tobacco, 11% on candy, 10% on movies, 8% on sport, 5% on drink, 3% on radio, 1½% on reading.

Obviously when the time of work is shortened by one-third, the worker will not dash madly to libraries, schools, oratorios, art museums, or get lost in the rapturous adoration of nature. He will spend his leisure as he has seen the idle rich spend theirs, but without the other outlets the rich have that serve them as correctives. These circus occupations during leisure hours leave dissatisfaction and frustration in their wake, jangled nerves and heavy heads the morning after. "What a sad people Americans must be," remarked Maxim Gorky when he visited

turbulent Coney Island. In the opinion of Cyril Burt, noted British psychologist. "The deliberate swallowing of enjoyments resembles the deliberate drinking of brandy or wine. Mental excitement, like cocktails and cocaine, soon palls and leaves behind a deeper boredom than the boredom it was meant to kill. You need larger and stronger doses to get an adequate kick."

What the Worker Needs

What the worker needs, after he is released from the ties of the machine is a safety valve that will give expression to that part of his personality that was suppressed during working hours, those capacities that remained unused and rusted. Human nature, as John Dewey has often repeated, is determined by forces and energies that demand certain normal outlets, otherwise conflict eventuates. These unoccupied workers' hours could become a tremendous regenerative and recreative force in our society. The worker could be lifted out of the position of drone or robot into that of a conscious, thinking citizen with a fully rounded personality, keenly aware of his potentialities.

Leisure has certain recreative functions in life. To permit the general functions to operate effectively, we need an increase in the worker's income, the improvement of communal resources and the education of the worker for their utilization. The raising of the income level is in the lap of the mighty forces now at play in America. Community resources will be forthcoming when the crying need of the worker is brought dramatically home to the forces in control in every community. There is a pressing need, however, for the accumulation of more facts regarding workers' leisure time budgets, and a knowledge of their interests and preferences, so that we can plan more judiciously and scientifically.

Their Preferences

In our Binghamton study we afforded the workers an opportunity to express their wishes and preferences, assuming they had time and money. We found that their prefer-

"The attendant of automatic tools does not live on the job; he exists against the time when he can begin to live—when he leaves the shop. His task does not call for a fraction of his full powers as a sentient being or monopolize his interest; he leaves it with the gladness of a convict escaping prison. Psychologists say that a large part of industrial unrest is due to the inhibition which automatic tools place upon the expression of personality through labor. . . . The fact is that hours given to tending automatic machines are given to buy leisure; and in that leisure the operative lives. He lives in his sports, the movies, at the prize fights, at the saloon, as well as the theater, the lecture, the library, in the park and on the front porch of his inamorata."—*Queen and Mann in Social Pathology.*

ences do not deviate far from what they are actually doing now in their spare hours. One hundred thirty-three put motoring on top of the list, movies and watching games came third and fourth, visiting and attending musical shows took ninth and tenth place respectively. The other activities they desired, within the limit of the upper ten, were participation in outdoor sports, such as hiking, swimming and horseback riding. In the minority groupings, we found twenty-seven who wanted to study, nineteen to attend night school; eighty-four wanted more reading of books and magazines; sixteen wanted more lectures and debates; thirteen wanted a class in music appreciation, utilizing the phonograph; fifteen wanted arts and crafts. Over 100 wrote in subjects they preferred to discuss with others. Their selected subjects ranged from "doctoring" to cartooning, archery to girls. What they want to talk about falls into the expected categories: to know more about their own jobs, to re-train for some other occupation and to acquire knowledge of general subjects. Everything knowable is of interest to them. Shoeworkers are curious about astronomy, a carpenter wants to get acquainted with entomology, a printer wants to know more about flowers, two laborers want to learn "typistry." Interest is high in matters of current issue, politics and the various aspects of the depression. As one worker put it, "I want to find out how to acquire and keep a living wage."

The Community's Responsibility

The great majority may desire to participate more intensely in activities they are already engaged in, but they also place high on the scale their eagerness for outdoor activities. Play fields



Courtesy Chicago Park District

There is fortunately a growing number of cities where working men and women may go to create and where they may, by participation in activities they themselves desire, become more aware of their potentialities.

for baseball and tennis, skating rinks for ice and roller skates, swimming facilities, public dancing places, if provided solely for adults under public control and properly supervised, would go a long way towards lessening the over-indulgence in sitting-down pleasures. The commercial amusement merchants would find it difficult to compete with a variety of absorbing activities offered by the city, under pleasant surroundings, without charge. The recent vogue of commercial play centers where grown-ups play ping pong, chess, checkers, view freaks and try their hand at gambling machines, is a sad commentary on the shortsightedness and the backwardness of our educational leadership. Why are there not more community centers offering such mild out-

lets for energy and pursuits that are satisfying to a very great degree? Why are so many public school gyms kept closed at night?

It is the choice minority that indicated its interest in discussions, or who would like to take part in dramatics, play in a band,

learn to write, to paint, to sing with a chorus. They particularly stand in need of leadership. There are in our community at the present time many agencies that could provide leadership and facilities for their use. The next step is the preparation of a cross-section of all the programs which these institutions offer and the setting up of a clearing bureau to bring this new clientele and the service agency together.

Our study, while indicative of much that could be done now, needs amplification, follow up, and opens many avenues for further research. Its findings must be brought to the attention of our city fathers so as to galvanize them into action. While we are waiting for the economist, sociolo-

(Continued on page 392)

Developing Clubs in Community Centers

IN SPEAKING of a community center, I think of it as an institution which is both recreational and educational in nature—a center which provides an atmosphere where people may find during their leisure time relaxation and joyous self-expression through participation in purposeful activities under the stimulating and sympathetic guidance of trained leaders. I think of it as a place where the participants in such activities are provided an opportunity for the use and progressive development of the abilities and skills they possess, are stimulated to seek out and experiment in new fields of activity, are assisted in satisfactory social adjustments and aided toward the development of community consciousness through mutual interest, improvement and growth.

In a progressive community center of this type it is the club work program which offers us one of the best mediums for making our work educationally and socially valuable. It is a means of developing proper attitudes and human conduct which to a large extent are determined by group activities.

Through club work we can create, by providing good leadership, intelligent organization, a stimulating and challenging program, that kind of an environment which contributes to personality development and social-mindedness. For just as the community center, with its broad and varied program determined by community interests and needs, is a powerful force in perpetuating democracy, so the club in the community center is educationally sound and a splendid training school for democracy.

It is understood that when we speak of a club we are setting off one part of our field of activity, that which provides small cohesive units or groups within the larger unit which is the community center. These clubs are identified by having regular meetings, officers, generally a constitution and a set of records, and they usually devote themselves to some specific interest. In many instances this interest is nothing more than a desire on the part of the individuals to belong to

By ALAN KRIM

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something which gives them a sense of membership, participation and a feeling of exclusiveness.

Experience has taught us that the success of the club within the community center is to a large degree dependent upon three factors—leadership, organization and program.

Leadership

As with any successful venture, so with the club group, the most important factor is leadership. Leaders can be divided into three classes. There is first of all the leader whose authority rests on the position he occupies; the type who is always giving orders and forbidding anything and everything because it does not meet with his approval or conform to the plans as laid out by him. This type of leadership is undesirable and does not lend itself to the formation of a self-disciplined, social-minded group. Such a leader occupies the center of the stage instead of allowing the membership the spotlight.

The second type of leader is the teacher or instructor type whose authority rests on his or her knowledge of the activity in which the club is interested. The program offered is based on the interest of the individuals and from this interest projects are developed. This type of leadership, while necessary for a certain type of club where group activity is motivated by a particular interest, has elements of danger in that the activity too often is the end instead of the means to an end.

The third type of leader is the counselling, guiding, or companion kind of leader, whose authority rests on his ability to establish himself with the group and live with its members, gaining their confidence. This type of leader develops a program that is sociologically sound, one which grows out of the situation in which the group finds itself. This is the leader who is emotionally mature, versatile, creative, resourceful, with an inquiring experimental point of view.

The chief cause for the disintegration of clubs is lack of good leadership. It would be interesting to know the number of clubs organized each year

that die a natural death because of inadequate leadership. With intelligent, emotionally matured leadership, the program and details of organization is readily evolved. Lacking good leadership, no plan can be developed nor machinery set up that will take the place of it.

Whether professional or volunteer leadership is most effective has no bearing on the presentation of this article. I am taking it for granted that our boys and girls as the citizens of tomorrow are entitled to the finest quality of leadership that is available, and no arbitrary rule can be laid down. There are hundreds of volunteers serving with the finest of professional pride in their work, and paid workers who are functioning with a devotion that is out of all proportion to the amount of compensation they are receiving. Leadership must and should be recruited from both fields and given a sense of dignity and worth of the task that is undertaken.

I am not ready to say whether the ability to lead is natural or acquired. I do believe, however, that the best natural ability can be improved and is made most effective with adequate techniques.

In too many instances leaders receive no help whatever, no guidance or supervision, and practically lose all contact with the administration after their assignment. Those who do make provision for training usually concentrate too much on program material and such matters as discipline and organization, with too little emphasis on the newest development in the fields of modern psychology and sociology.

It is a false assumption to say that little can be expected from volunteer club leaders. Those of us who have attempted to guide and direct such leaders know with what enthusiasm they have responded. In fact, these volunteer club leaders look upon this leadership training as an educational opportunity. It is important to note that whether the leadership is voluntary or paid, experienced or inexperienced; expert supervision and intensive training must be encouraged constantly. With inspirational guidance from you, the trained community center director, these club leaders, through frequent consultations, should acquire progressive educational procedure and a realization that activities in a club program are only a means to an end.

As you keep yourself informed as to the newest development in the field of psychology and sociology, so you should in turn inform those in your charge. This is important, for it helps keep

your community center club program dynamic and changing.

Among other considerations of leadership that can be approached in a practical manner are the following: Is the best type of leadership that which has been developed within the community center itself among young people who are familiar with the neighborhood and with the homes and cultural environment which the boys and girls themselves represent, or is it preferable to enlist college graduates and fairly successful young people from entirely different walks of life to bring to the boys and girls the contacts and cultural advantages which they may be presumed to possess?

The choice between these two types of leaders should not be made in an arbitrary manner as both types have a contribution to make. There are advantages that cannot be ignored in the plan to bring older boys and girls from the community center into positions of leadership. It provides an incentive to the older boys and girls and is a means of making the loyalty of this older group a factor in building the permanent traditions and ideals of the center.

In order for club leadership to be effective it is important that regular conferences or meetings should be held. At these conferences the leaders may talk over their mutual interests and the director has an opportunity to enlarge upon the philosophy, principles and techniques of group activities and of individual boy and girl problems—an educational process that is going on regularly and which is tied in very closely with the administrative task of the community center director. It is also a good idea to have a dinner meeting where you can "break bread," for this creates a spirit of good will. Remember, leadership is your strongest link and represents the strength of your organization and club program.

Organization

While no arbitrary rules can be laid down for the organization of groups or clubs, it is nevertheless important that spontaneity be preserved and that groups as well as individuals be considered from the standpoint of their own interests and desires. Occasionally we find an artificial group cultivating common interests, providing the age range is not too wide, the leadership is wise and the environment stimulating and challenging. We in Newark, however, have come to recognize two distinct types of clubs.

The first type is the group which is discovered after it is already formed, in which some natural motivation had created the group consciousness. Usually we find this group coming to us and asking for a place to meet. Their ideas on club organization are vague but they do function excellently under leadership.

In the second type we find the group that is organized around a specific interest or activity. A club of this nature may be initiated by posting notices on the bulletin board, or it is the result of a talk given at a special program, or of the casual interest of one or two boys. Handcraft, music, dramatics, debating, fencing, scout troops and others too numerous to mention fall under this category. In connection with this type of club it is well to have application forms indicating the interest on the part of the applicant. In this way it is relatively easy to bring individuals of like interests together, thereby creating a more homogenous grouping. We have been using the following form:

PESHINE COMMUNITY CENTER

INDIVIDUAL CLUB APPLICATION

Name of Applicant Age.....
 Home Address
 Business Address
 Home Phone Business Phone.....
 Name of Club Applicant Wishes to Join.....
 Have You Been a Member of Another Club?.....
 Reason for Leaving Other Organization.....
 Name..... How Long Member?.....
 Names of Other Organizations Attended.....

 What Are Your Interests?.....
 How Long Have You Been Attending
 This Center?
 REMARKS (not to be written in by the
 applicant)

These two types of clubs form the major portion of your club program. However, there are any number of combinations of these. A great many of your clubs may be the result of gangs formed because the boys are approximately of the same age, have common interests or live in the same block.

There are clubs organized around a specific interest or activity such as dancing

This is particularly true of school age boys and girls. In this case the danger is that the loyalty to the club, the smaller unit, is greater than it is to the community center. In this situation it is the task of good leadership to conserve all of the values in loyalty to the small group without setting up any conflict with the principles or ideals of the larger unit of which the boy and group are a part.

School age boys and girls as a rule want formal organizations with officers, memberships, rules and dues. These details should be developed as the club functions, and modified as it grows. However, in the matter of dues, rules have turned out to be a necessary evil because of failure to deposit the money with the proper person. The boy or girl treasurer too often was permitted to be the custodian of money and in too numerous cases the money disappeared, leaving distaste for club organization on the part of its membership. This has been the cause of the disintegration of many a club. If dues are to be collected, it is advisable for the club treasurer to collect them and at the close of each meeting to turn the amount collected over to the community center director. This procedure makes the director, who is a more mature individual, the custodian.

In addition to receipting the treasurer's book, the director should have a system of deposit and withdrawal slips. The keeping of the financial account can be made as simple as the following,



which is not an original method. The treasurer should keep the record.

RECORD BOOK

of the
.....Club of.....

Name	May 1	May 8	May 15	May 22
Henry Brown ...	✓	✓.10	✓.05	✓.05
Jack Smith	✓.05	✓	.10	T .05
Allan Jones	T .05	T		✓.10
Robert King		✓.10	✓.05	
Members present.	3	4	3	3
Total Receipts ..	.10	.20	.20	.20

Director's Sig. Rec'd Bill Farley
Dir. Rec'd Bill Farley
Dir.

As indicated, the record book contains space to record attendance and dues paid, together with space at bottom of each day's record for totals and for director's signature, which is the treasurer's receipt for money turned over to the director.

Upon calling the roll, the secretary checks all present with a ✓. Those not answering to roll are marked with a vertical line (|). If the member comes in later, the absent mark becomes a record of tardiness by the addition of a cross mark at the top (T). The treasurer records the dues as indicated.

Constitution and By-Laws. It is a good idea to provide club leaders with a model constitution. We use the following:

ARTICLE I

Name

This club shall be known as the.....

ARTICLE II

Purpose

The purpose of this club is for.....
(social intercourse, general culture, civic improvement, or whatever may be the chosen object of the club.)

ARTICLE III

Membership

Membership in this club shall be granted to those in sympathy with its purpose. (State if members must be over a certain age, married or single.)

ARTICLE IV

Officers

The officers of this club shall be a president, a vice-president, a secretary, and a treasurer.

ARTICLE V

Meetings and Quorum

Section 1. Regular meetings shall be held.....

Section 2. The annual meeting shall be the last.....

Section 3. Special meetings may be called by the president or, on application of seven members, the president shall call such a meeting.

Section 4. members of the association in good standing shall constitute a quorum for the transaction of business.

ARTICLE VI

Amendment

This constitution may be amended at any meeting of the organization by a two-thirds vote, a quorum being present.

BY-LAWS

ARTICLE I

Duties of Officers

Section 1. It shall be the duty of the president to preside at all meetings of this club and perform all the duties usually pertaining to this office.

Section 2. In the absence or disability of the president, the vice-president shall perform all the duties of president.

Section 3. The secretary shall keep the minutes of all proceedings and record the same. He shall give notice of all meetings, notify officers of election, and send the names of newly elected members to the treasurer and perform such other duties as this office may require.

Section 4. The treasurer shall receive and safely keep all funds (or money) of the club, and pay out the same only on order of the president. He shall make an annual report of receipts and disbursements. He shall send notice to persons elected to membership.

ARTICLE II

Election of Officers

Section 1. All officers shall be elected by ballot at the meeting and shall assume office at the close of that meeting.

Section 2. No member shall be eligible to office who has not been a member of the club for one year.

Section 3. No member shall hold the same office more than twice in succession, and filling an unexpired term shall, in this regard, be considered as a term in office.

Section 4. Should an officer resign during the club year, the president shall appoint some member of the club to assume the office temporarily, and order the secretary to send notice of a special election at the next regular meeting, when the vacancy can be filled.

ARTICLE III

Membership

Section 1. One member must propose a candidate, and this proposal must be seconded by another member, no name being voted upon until the meeting following that at which membership was proposed. Three negative votes shall exclude a candidate, and the same name may not be proposed more than once during a club year.

Section 2. The secretary shall notify the treasurer of the election of all new members, whereupon the treasurer shall notify the successful candidates, with instructions to send dues to the treasurer. Failure to complete membership within thirty days, by payment of dues, shall forfeit membership.

Section 3. Resignation from membership shall be in writing, and no resignation shall be accepted from a member who is not in good and regular standing. Members in arrears (dues not paid) for shall be dropped.

Section 4. On a two-thirds vote of members present at any meeting, a member may be suspended for for disorderly conduct or gross misdemeanor.

ARTICLE IV

Dues

Section 1. The dues shall be \$..... payable.....

Section 2. When an election to membership takes place within two months of the expiration of a fiscal year, the dues shall be credited to the following year.

ARTICLE V

Committees

Section 1. At the regular meeting next previous to the annual meeting, the president shall appoint the following committees to report at the annual meeting: a

nominating committee to present a list of candidates for election to office for the following year; an auditing committee to report on the correctness of the treasurer's accounts.

Section 2. The president shall be empowered to appoint such special committees as he deems needful at any time, or, on the majority vote of the members at any meeting, he shall appoint committees as they direct.

ARTICLE VI Amendment

These by-laws may be amended at any meeting by a two-thirds vote, a quorum being present

ARTICLE VII Parliamentary Authority

Robert's Rules of Order shall be the parliamentary authority on all matters not covered by the constitution and by-laws of the club.

ARTICLE VIII Suspension of By-Laws

These by-laws may be suspended in case of emergency by unanimous vote of all those present at a meeting at which a quorum is present.

Parliamentary Procedure. A good many clubs, when first organized, are lacking in a knowledge of parliamentary procedure. We have found it worth while to mimeograph and distribute the following information:

PESHINE SCHOOL COMMUNITY CENTER

CLUB ACTIVITIES Rules of Parliamentary Law

Organization—A temporary chairman presides at the opening meeting. He directs the election of officers.

Election of Officers. Temporary chairman says: "This club is forming for the purpose of..... We shall now elect officers. Nominations for president are now in order."

Any member may rise and say, "Mr. Chairman, I nominate John Doe for president."

This nomination may, or may not, be seconded.

Another member, "Mr. Chairman, I nominate Mary Brown for president."

There may be other nominations. Finally a member says: "Mr. Chairman, I move that the nominations be closed." Chairman: "You have heard the motion. Those in favor signify by saying 'Aye'; those opposed, 'No.' The 'Ayes' have it. We will now proceed to ballot for the office of president."

Chairman appoints assistants to distribute paper and pencils. The names of candidates have been written on blackboard. Each member votes for one candidate. Chairman appoints two or more tellers to count votes. This is done. The new president is announced and he takes the chair. He gives a short speech of thanks and then proceeds with the election of the other officers, following in the same manner as the chairman.

The Constitution

The president should now appoint a committee to draw up a constitution for the club. The following points should be covered:

1. Name of club
2. Object
3. Membership

"It is believed that club programs ought to represent the true interests of the members more fully than they do; that they should have more worthwhile content, be built around spontaneous activity and inquiry interests, and lead to some vital and important results in the lives of the members. Obviously, such values can be attained only if members participate actively by initiating projects and carrying them through."—S. R. Slavson in *Creative Group Education*.

4. Officers, their terms of office, manner of election
 5. Committees. Program committee—Good and Welfare, etc.
 6. Time and place of meetings
 7. How constitution can be amended
- By-laws should provide for the following: (1) Number composing a quorum; (2) Rights and duties of members; (3) Disciplining of members; (4) Fees and dues; (5) Authority for settling disputes; (6) Order of business.

Order of Business

The order in which different matters are brought before the club is given this title, "Order of Business."

The schedule might be as follows:

1. Roll Call
2. Reading of minutes of preceding meeting
3. Receipt of bills and communications
4. Report of standing committees
5. Report of special committees
6. Unfinished business
7. New business
8. Program (social)
9. Critics' report
10. Adjournment

Although it is not necessary for a club to adopt a regular order of business, experience has proved that the following of regular business procedure is a saver of time and effort. The presiding officer may suggest that the regular order of business be suspended, if there is any good reason for so doing, and if nobody objects he may make the desired change in order. If there is any objection he puts the matter to a vote for decision. The reason for wanting to change order might be absence of persons who are interested in certain business, or the fact that few are present when an important matter is due for discussion, or some similar reason.

Addressing the Club

The president directs the discipline of the meeting. No one is permitted to speak without first addressing the chair (the president) and being recognized. Thus, if a member wishes to say anything, he must first stand and then say, "Mr. President." Then he should wait until the president recognizes his desire to speak, calling his name, "Mr. Brown." The speaker then may proceed.

If he wishes to bring a matter before the club for its consideration, he would say: "Mr. President, I move that the club send a delegate to City Hall." This is called "making a motion."

A motion must be seconded before it can be given consideration. A member seconds a motion by standing and saying, "I second the motion."

President: "It has been regularly moved and seconded that so and so said....." He now continues: "Any remarks?" Members may now get up in turn, as recognized by the president, and speak for, or against, the motion. When the discussion is completed, the president says: "Are you ready for the question?" (which means, are you ready to vote on the motion?) The president then repeats the motion, as follows: "It has been regularly moved and seconded that..... All in favor of the motion signify by saying 'Aye'; those opposed, 'No.' The ayes (or the nays) have it."

Voting may be done by standing, by voice, or by ballot. Report of a meeting is called the minutes. These must be carefully written up.

Chairmen of all committees are expected to report what their committees have done since the last meeting.

When the business of the meeting is over and it is time to close, any member may say, "Mr. President, I move that we adjourn." This must be seconded. The vote is put to the club and the president announces the decision.

The Inter-Club Council. In organizing the clubs within a community center, we in Newark have found it valuable to have an Inter-Club Council composed of representatives from various clubs in the center. In order for a new club to become a member of the community center, it must submit an application form to the Inter-Club Council, where it is turned over to the committee on membership. It is then the responsibility of this committee to study the purpose of the club and determine after a four-week probationary period whether the club is worthy of membership. The final decision is arrived at in consultation with the community center director and his staff. If the decision is a favorable one, then the club is given a charter. When once given a charter, the club must wait three months before it can present to the Council a request for the use of the auditorium or some other facility to promote an activity for financial gain. This procedure has a tendency to increase the feeling of responsibility toward the community center and the other clubs in it. Furthermore, it promotes a desire to compare favorably in organization and program with the rest of the clubs. The charter is good as long as the objectives of this club as set forth in their application for membership are being fulfilled.

Keep a watch for clubs which have outworn their usefulness. In other words, when clubs cease to function it is far better to see that they voluntarily disband, or for the Council to ask them to disband. A few dead or dying clubs are very detrimental to the entire club program.

Admission of every club wishing to join is not necessary. Particularly is this true where facilities and leadership are inadequate. It is better to admit a smaller number of clubs and do a constructive piece of work with them than take in all and then spread leadership too thin for effective supervision.

The Inter-Club Council serves the important function of integrating and articulating all the unit clubs; of establishing the feeling on the part of these groups that they are a definite and integral part of the whole organization, the community center. This is most essential because the tendency on the part of the small unit club is to become so wrapped up in its own group that our task is to keep their loyalty divided proportionately. A good way of getting these small unit clubs to maintain a loyalty toward the community center is to permit the Council to participate in the development of the program and have the In-

ter-Club Council conduct a great many affairs where all clubs have an opportunity to participate. It is only through this democratic spirit that all interests can best be served.

The Inter-Club Council can sponsor such activities as social dances, parties, father and son banquets, mother and daughter banquets, an inter-club banquet, all kinds of tournaments and club rallies. The club rally offers one of the best mediums for creating the spirit you desire. Through the various club representatives each club is responsible for its share in the evening's program. In this way the spirit of cooperation teaches each club to appreciate what the other clubs have to contribute toward the success of the center. At these club rallies awards are made and inspirational talks given. The program is one in which both the administration and the club membership participate. Often the clubs, through a community center fund, purchase a radio and make their presentation at one of these club rallies. It is this Inter-Club Council which acts as the direct link between the clubs and the professional staff and thereby gives democratic representation in developing the program.

The Program

Club procedure may be classified as follows: First—clubs that function according to an adult determined plan and program. Second—clubs that receive a minimum of guidance and are fairly free to plan as they wish. Third—interest groups that specialize in some one activity, as mentioned in the second type of club under *Organization*. There is a fourth classification—clubs encouraged to build on original lines, which are receiving the kind of guidance that leads to creative group effort.

There is no question that there are values in all of these groups. However, the fourth type mentioned is undoubtedly the progressive educational procedure and the one which contains greater value for the participants. In a club of this kind the program is experimental and suited to the interests and abilities of the membership. Their major interest at any particular time is given full consideration. Progress is made by guidance and upon the foundation of the individual desires rather than by the imposition of arbitrary aims that have to be achieved in specific ways.

Club programs should be essentially educational. By this is not meant education in terms of formal discipline. We have, through the use of

recreational activities, far greater opportunities than those who are dealing with the formal processes of education, to put into operation the principles of progressive education. Individuals in a club learn by doing. Programs, of necessity, are largely made up of activities. Rarely is there abstract material of any sort. In club work the membership is permitted to assume real responsibility and to function vitally, thereby developing good group standards.

There is, however, serious danger in haphazard programming. This is often the reason for so many clubs disintegrating. A program committee which sits in with the leader and plans an elastic program is one of the best safeguards against disintegration. Plan a weekly highlight for three or six months ahead, or as far in advance as you wish. Here are some highlights we have found successful:

- December 1—Business meeting
- “ 8—Checker tournament
- “ 15—Christmas party preparation
- “ 22—Christmas party
- “ 29—Inter-club debate
- January 5—Business meeting
- “ 12—Camelot tournament
- “ 19—Forum
- “ 26—Inter-club indoor track meet
- February 2—Business meeting
- “ 9—Interclub debate
- “ 11—Trip to industrial plant
- “ 16—Forum
- “ 23—Washington Birthday program
- March 2—Business meeting
- “ 9—Forum
- “ 16—Dress rehearsal of play
- “ 23—Dramatic production
- “ 26—Hike
- “ 30—April Fool party
- April 6—Business meeting
- “ 8—Trip to industrial plant
- “ 13—Oratorical contest (Intra-club)
- “ 20—Forum
- “ 23—Hike
- “ 27—Oratorical contest (Inter-club)
- May 4—Business meeting
- “ 6—Trip to industrial plant
- “ 11—Intra-club debate
- “ 12—Track and field meet
- “ 18—Forum
- “ 21—Hike
- “ 25—Inter-club debate
- June 1—Business meeting
- “ 3—Trip to industrial plant
- “ 8—Pit tournament
- “ 11—Hike
- “ 15—Forum
- “ 16—Baseball field day
- “ 22—Badge award
- “ 23—Paddle tennis tournament
- “ 29—Annual meeting

Swimming at the YMCA and Morris Avenue pools

Put the planning and arranging of these events in the hands of the committee. Make them feel the program is their responsibility.

Every effective means of arousing interest should be brought into the picture. Competition looms large in the interest of all boys—both competition within the club and competition by the club or its representatives with other clubs. Sometimes this is organized around single events, or in brief tournaments or a series of competitions in which scores are kept throughout an entire season, and in a great variety of activities. There is, however, the ever-present danger that the competitive motive will set up false standards and make winning the goal. This must be guarded against.

Another great danger is monotony as a result of a routinized program where lack of imagination allows an activity, because it has proven interesting or is still interesting to part of the membership, to become “stale” with a large number of boys. If this is the case and the leader senses disintegration, it is wiser to disband the club on the leader’s own initiative before it dies from stagnation. In this way you still have the opportunity of taking a few interested members and using them as a nucleus for a new club or combining them with some other club. Once a club disintegrates the possibility of this membership remaining “club conscious” is slight.

Although we mention clubs centering around a specific interest as one of the principal type clubs, nevertheless it is far more desirable to guide young people into groups with a well-rounded program. The reason for this is that most special activity groups are conducted without regard to the needs of other clubs in the community center or to the degree of development of their participants. Boys and girls are permitted to spend all their free time in a pottery class or gymnasium. Their interests remain limited and they miss all of the social values of group experiences.

Life does not consist of any one activity alone; special activities are essential. In fact, it is hard to imagine a community center without them, but they must not be permitted to assume a disproportionate place in our work and they must be conducted with regard to the needs of the individuals involved and related to club plans. Only in such an arrangement can they serve to enlarge the field for individual expression and provide additional opportunities for achievement.

Leaders, in order to be successful, must be resourceful. Here is a list of activities which may

(Continued on page 392)

Here Comes the Play Lady!

By FELICE PIATKOWSKI

Special Education Instructor
University Hospital
Ann Arbor, Michigan

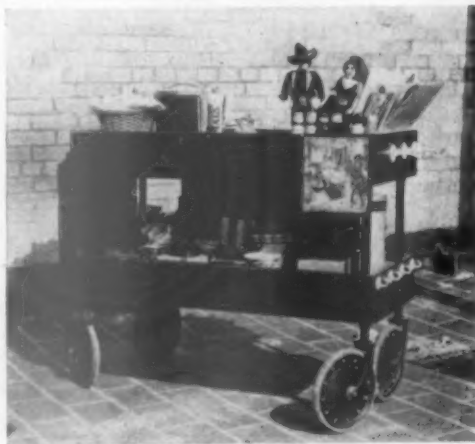
SURE ENOUGH, straight through the swinging doors into the ward comes a pink uniformed lady, with her big green cart loaded with toys. "Here comes the play lady!" Welcoming words!

From bed to bed goes the cart. A few words pass between play lady and child. A toy, a game, a puzzle, or perhaps a box of paints or a mat to weave something is chosen from the cart and the child gets busy. The play lady moves on to a crying baby. She holds up a string of bright wooden beads. The baby eyes the beads and forgets to cry. He reaches for them, and a sudden quiet comes over the ward.

The cart goes on to a child lying flat on her back on a frame. What can this child do? Only her hands are free, and time drags on. There is much she can do—read stories, look at pictures, cut out designs, color, play with clay or with a doll that has a wardrobe which can be changed. The girl knows the play lady. She looks forward to her visit.

Every month the play lady has a project. This month it happens to be Hawaii. The handwork that is available will include making leis, coloring designs on cloth, and dressing dolls in Hawaiian fashion. There will be pictures and stories about Hawaii, and possibly a few Hawaiian records on the victrola. Thus, project material is on hand, but it is not necessary for a child to confine his work to it. If someone wants to make a book about animals he is free to do so. The play lady makes an effort to supply the necessary equipment to follow through with the original idea.

The morning program is of a manual nature when fundamental skills are practiced in simple handwork requiring the use of tools, and following direc-



And here comes the cart—always a welcome announcement of a visit to the wards by the play lady!

tions. The afternoon program is more recreational. Games are played. There are rhythms on the drums and victrola. Puppets perform. A movable library makes a tour. Stories are read over the amplifier. Specimens from nature are exhibited and talked about. Just recently a baby lamb made a visit to each child in bed. It was a bottle-fed lamb, nursed by eager hands.

The job of being a play lady is a vital one. Its chief purpose is to make contact with the child, to find the child's interests, and to supply the materials needed to see the interests grow. The child is brought into a strange hospital environment, away from the folks he knows. He must adapt himself to new

people, new ways of doing things, and sometimes there are difficulties. When the play lady comes there is something to do, something to think about. That helps.

If a child is well enough to go out of doors he is sent up to the roof. He may be in bed, in a wheel-chair, or walking about on crutches. On the roof in the summer time he stays outside. In the winter there is a short fresh air period before he is taken into the playroom for a program similar to the one on the wards. However, on the roof there is much more group work, singing, band playing, and games.

So—"here comes the play lady!"

The Association takes this opportunity to call attention to the bulletin service for workers in institutions which it issues each month with the exception of August. The bulletins, which may be secured for \$1.00 per year, contain suggestions for games, social recreation, music, drama and activities of various kinds.

In the April issue of **RECREATION** appeared an article telling of the work of the Special Education Department of the University of Michigan Hospital which aroused much interest. We offer a further word about this service to handicapped children, so rich in human values.

"Clubbing" in Rochester Schools

IF YOU SHOULD sit in a Rochester, New York, elementary school for one week, you would discover that there are two days when you would see more than the normal desire for the pupils to want to hurry the hands of the clock toward the close of school! These days are known as "club days," and they are, in reality, good fun days.

Club days come once a week for boys and once for girls. The clubs for the boys and girls are conducted in exactly the same manner. The only difference is in the sex of the leader and the possible addition of giggling in the girls' clubs!

The history of the clubs as a government project is a recent one. In January 1936, the National Youth Administration allotted money to be used as the district administrator saw fit. After consultation with Rochester educators it was decided to reopen the girls' and boys' clubs in the elementary schools. These clubs had been organized in 1913 by Herman Norton, Director of Physical Education for Rochester schools. They continued under the leadership of college men until 1932, when a drastic cut in the Board of Education budget brought about their elimination.

Young men and women of leadership ability were

By RONALD GEORGE BARRES
Senior Recreational Leader

"During the school term these clubs supplement the work of the classroom in attempting to teach the child the fundamentals of sportsmanship, group discipline and parliamentary procedure through a program of recreation, thereby making the retention of these principles thorough because the learning of them has been so enjoyable."

—Charles A. Leonard, Sr., NYA Supervisor of After School Recreation, Board of Education, Rochester.

carefully chosen for positions of leaders. About three weeks were devoted to lectures and practical demonstrations. Child psychology, game techniques, parliamentary procedure, program planning, first aid and subjects of like nature were taught. This training was continued for many months even after the leaders were directing clubs.

Armed with this knowledge, leaders began their work in the Rochester schools. Two

types of clubs were designated—junior and senior. Pupils in the fifth and sixth grade were in the junior group; seventh and eighth grade pupils comprised the senior club. The first term was so successful that the next semester found almost every principal in Rochester clamoring for club leaders. The popularity of these clubs with the pupils and the many benefits obvious to the educators have combined to make these clubs once more a feature in Rochester education. Charles A. Leonard was appointed supervisor of the recreation clubs, with Leonard Gordon and Anthony Chiafry as district supervisors. It is due largely to their efforts that the clubs are functioning so well.

The Procedure

A leader is appointed to a school, and before he sees

There is action aplenty in this circle relay—one of the events of girls' field day program!



the group he is to work with he confers with the principal, who gives him a list of the pupils whose marks entitle them to attend the club, together with a long waiting list of potential members. Only forty children may attend the club. The principal tells the leader the types of homes the children come from and other facts which will give the leader knowledge of the mental and environmental influences surrounding his group.

At the close of school the principal introduces the leader to his group. At this first meeting the leader proceeds to explain the aims of the club, the business meeting, the activities to be enjoyed during the term, such as the games, educational tours and parties, and the duties of the officers they are to elect—the president, vice-president, secretary and captains. Then come the questions, so rapidly as to swamp the leader. The question of dues is sure to arise. The leader assures them no money for any purpose will be collected. This causes many a sign of relief if the school is in a poor section. The pupils then proceed to elect their officers, and when this is over it is usually time to go home.

At the next meeting the club is generally in full swing, and the captains will have chosen their teams. The president opens the meeting, the secretary calls the roll and records the minutes, while the vice-president sits in the front of the room and appears important! The captains sit in the front seats, while each team tries its best to maintain the strictest order, for points are given each man on the best behaved team.

At the conclusion of the meeting the group proceeds to the gymnasium and lines up in team order. Here the captains have full authority and may eject from a game any unruly member. The leader announces the first game to be played, and the program is under way. Two types of games are played—competitive and rec-



Courtesy WPA Georgia

For the boys of the Rochester school clubs the activities are many and varied in type

reational. At the conclusion of the session the leader announces the number of points each team has gained from the day's competitive play, and the secretary records it neatly in his notebook.

That is the usual winter program for both boys and girls. During spring and fall the clubs go outside and play. Sometimes the leader takes his group on an educational tour. Before holidays parties are given in the majority of clubs.

Before the end of the summer term, both boys' and girls' clubs have made preparations for their field days, held on different Saturdays. The contests for the girls are of a game type, while the boys engage in track and field events. There is always an excellent attendance, and it takes many hours to pick the winning school. The individual winners receive certificates for their efforts, while the school with the largest number of points is declared the winner.

At the conclusion of the term the number of points of each team is added, and each member on the winning team is given a large handsome certificate.

"It is extremely gratifying, especially in indigent neighborhoods, to see how these after school clubs combat mischievous tendencies among boys. This may well be classed as delinquency prevention." — Leonard Gordon, NYA District Supervisor, Board of Education, Rochester.

The Square Dance—

A Social Recreation Aid

THOSE OF US who are particularly interested in social recreation are constantly on the lookout for new material with which to work. The square dance, though by no means a new activity, is being revived everywhere.

Unless a dance is sociable it cannot live long, and unless it can promote the spirit of play it will soon weary its devotees. It is just here that dances requiring eight or more people as the unit for their performance make their appeal. More persons are thrown together, the spirit of grown-up play is irresistible, and there is a wider scope and a stronger demand for skill. Many people who have danced both "round" and square dances say that there is more fun in one square dance than there is in an evening of round or ballroom dancing.

In the dance descriptions given in this article the reader may find an arrangement of movements which he knows under another name, or he may find a familiar name of a movement which is described and executed differently. Dance names and their movements vary with localities. This is as true in America as it is in Europe. One reason for this is that people, moving from one section of a country to another, change the original form of a dance to suit their particular needs. The dances presented here offer examples of this change in original form. They are partly related to the old-time "Lancers," characterized by dignified promenading and well-timed movements, but the chief characteristics of these dances are the vigorous swinging and informal movements.

The Caller

The figure caller should have a well-rounded knowledge of music and dance construction. In most cases it will be necessary for the teacher to do the calling.

Mr. Harrison states that he is deeply indebted to Miss Elizabeth Rearick, head of the Women's Physical Education Department, University of Pittsburgh, and to "Doc" Reed, "caller" of old time square dances, for their assistance.

By G. HARRY HARRISON, JR., B.S.
University of Pittsburgh

Square dances are fast coming to be among the most important of present-day social recreational activities

He should have a clear voice, pitched properly for the acoustics of the room, which will enable him to complete the call just before the strain of music begins to which the movement belongs. A good caller, if instructing a class, will see to it that the more experienced dancers are placed as the head, or lead, couples, and others as side couples, so that the less experienced dancers will have an opportunity to observe the movements of the head couple before they are called upon to execute the same movements. The caller should stand near the orchestra in order to regulate the time of the music. The ability, experience and courtesy of the caller are vital factors in the control of the dance.

Formation and Starting Position

The square dance, as its name implies, is danced in the form of a square. Four couples compose one square or set. The first couple stands with backs to the orchestra. All gentlemen stand to the left of their partners. The second couple stands to the right of the first couple and faces the fourth couple directly across the set. The third couple faces the first couple and is termed the "foot" couple. It is important for each couple to remember its position in the set as the calls follow in a very definite order and directions are based on the position.

Starting Position

NOTE: A number of diagrams are used. In all of them the circle represents lady; the square, gentleman.



"Corner Left, Partner Right, Grand Change Eight"

This call occurs more than any other in these dances. Most people know it as "Allemande Left." It is the movement made when each gentleman turns to the lady on his left, who also faces, and gives her his left hand. They turn once around counter clockwise and face their own partners. Each gentleman gives his partner his right hand and drops the hand of the lady on the left, known as "corner lady." Grand right and left begins at this point. This is a movement in which a circle of gentlemen move in a counter clockwise direction weaving in and out, while a circle of ladies move in a clockwise direction, also weaving in and out. As this process of weaving in and out proceeds, a dancer's right hand is passed to his partner, his left to the next dancer, right to the next, and so on around the circle until all are back in their original positions. The caller waits one or two measures of music for a set who may be tardy, then starts to call the figures for the main part of the dance.

Appropriate Music

Much can be said about the proper music for these dances. The tempo of the music should be kept lively at about 120 metronome. The 2-4 and 6-8 rhythms seem to be the best. Some of the songs which carry these rhythms are: "Red River Valley," "Red Wing," "They Cut Down the Old Pine Tree," "Golden Slippers," and "Sailing, Sailing." They can be found in many of the *Cowboy Song Books* and *Old Time Melodies*.

"Swing Andy Gump"

Music, 2-4 tempo

The Calls

"Jump in the air and come right down, swing your honey 'round and 'round."

All jump up in the air, and when they come down each takes his own partner in the social dance position and turns around in place twice.

"Corner left, partner right, grand change eight the whole way 'round."

Gentlemen turns the lady on his left with the

left hand, continues back to his partner with the right hand and grand right and left as previously described. *"First lady out to the right and swing Andy Gump."*

First lady leaves her place, goes to the second gentleman and swings him around twice, using the social dance position.

"Now that man with the great big hump."

First lady repeats the above swing with the third gentleman.

"Now the one with the turned up toes."

First lady swings the fourth gentleman as above.

"Now swing your own with the great big nose."

First lady returns to her original position and everyone swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

This has been described.

How to Swing Your Partner

There are several ways of swinging your partner. Here are two popular methods.

The social dance position swing. Gentleman faces partner, holding her right hand in his left, with his right arm around her waist. His partner's left hand is resting on his shoulder. Turn around twice in the clockwise direction with four steps to each turn.

The buzz step turn. Dancers take ordinary dance position, but stand right shoulders together with outside edges of right feet together. In this position they swing around in place without moving the right foot, which is used to pivot. The left foot is placed forward and the accent occurs on the right foot. This is a very vigorous swing.

"Single File, Indian Style"

Music—"Red Wing"—2-4 tempo

"First couple out to the right and circle four."

Head couple walks over to station number two, join hands and walk once around to the left.

"Open up and take two more."

Head gentleman releases hands with second lady, and admits the third couple to the circle while continuing to circle to the left.

"Hurry up and don't be late, open up and run away eight."

Head gentleman releases hands with the third lady and admits fourth couple.

"Now we'll walk the Indian style."

All drop hands from circle, left face, and place hands on the shoulders of the person in front. Men place hands over their mouths and imitate *Indian war cry*, walking clockwise.

"Now we'll swing once in a while."

Each lady turns, faces gentleman behind, and swings with him twice around.

"Now we'll walk the Indian style."

Lady drops in line behind the gentleman and walks around half.

"Now swing once in a while."

Lady again turns and swings with the gentleman behind.

"Now walk the Indian style."

Lady drops in line behind the gentleman. All walk half way around again.

"Now we'll swing the squaw."

Lady swings with the gentleman behind.

"Now we'll walk the Indian style."

Ladies drop in behind gentlemen and walk half way around.

"Everybody swing his Minnie 'Ha' 'Ha' 'Ha' 'Ha'."

Having swung with all of the gentlemen in the set with these calls, each lady swings with her own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this figure previously given.

(Repeat all three more times. Second couple, third couple and fourth couple out to the right and circle four, etc.)

"Cast Off Six"

Music, 2-4 tempo

"Jump in the air and come right down, and swing your honey 'round and 'round."

See description of this figure in "Andy Gump."

"Corner left and partner right, grand change eight the whole way 'round."

See description of this call in "Andy Gump."

"Head couple 'round the outside set."

Head couple join inside hands and walk around the outside of the set to the right, and back to place.

"Swing in the center like old St. Nic'."

When head couple reach home again, they swing around in place. All others in the set remain inactive.

"Down through the center and cast off six."

Head couple walk through the set between the gentleman and lady of the third couple. The gen-

tleman passes to the left and back to place, lady to right. See diagram.

"Swing in the center as you did before."

Head couple swing twice around. Others remain inactive.

"Down through the center and cast off four."

Head couple walk forward through the set as above, except in this figure the gentleman walks between the fourth man and third lady back to place, while the head lady walks to the right between the second lady and third gentleman and back home. See diagram.

"Swing in the center, and cast off two."

Head couple swing at home when they meet, then walk forward and divide again, the head gentleman walking to the left between the members of the fourth couple, while the head lady walks to the right between the members of the second couple, and on home. See diagram.

"And all the rest know what to do."

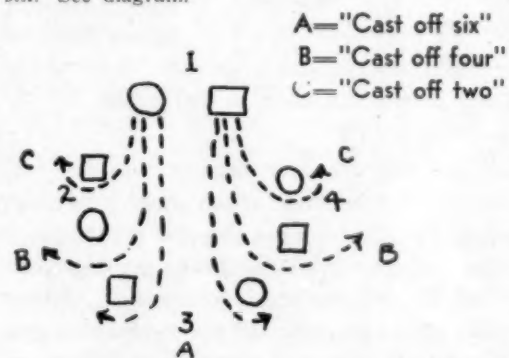
Everybody swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call in "Andy Gump."

When all have completed the last figure, the caller calls the second couple around the outside set, etc., and all the figures as above. The third and fourth couple repeat the figures in their proper order.

NOTE: In order to avoid confusion, explain that the couple facing the "lead" couple is the place to cast off six. See diagram.



"The Girl I Left Behind Me"

Music by same name, 2-4 tempo

"Jump in the air and then come down. Swing your honey 'round and 'round."

See description of this call under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

"First gent out to the right and swing your little mammy."

Head gentlemen walks over to the second lady and swings her twice around.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman swings his own partner at her station.

"Swing your cousin Fannie."

Head gentleman walks over to the third lady and swings her.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman returns to the second lady and swings her twice.

"Swing your little mammy."

Head gentleman walks across to the fourth lady and swings her.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman returns to the third lady and swings her.

"Home you go, and everybody swings his own."

Head gentleman returns home and everybody swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

Second, third and fourth gentlemen are called out to the right and each swings his "little mammy" in proper order.

Gentlemen always swing the next lady to the right and then come back to swing the one behind them.

After the dancers have become familiar with this form, it can be made much more interesting by having the caller call out the first gentleman to the right and swing all the ladies, as described, and after he returns and "corner left, partner right" has been executed, call the second two gentlemen out to the right to swing their little mammys. This puts two men into the action. Execute "corner left" then call the first three gentlemen out, to the right and swing their little mammys, etc. Again execute "corner left" and call out all four gentlemen to the right to swing their little mammys, as called above. Call corner left and partner right and the dance is finished. Much more fun is derived from this method, and while it is a bit more complicated, the action reaches more people at the same time.

"Lady 'Round the Lady"

Music, 2-4 tempo

"Jump in the air and come right down. Swing you honey 'round and 'round."

All jump in the air, come down, and swing partners around.

"Corner left, partner right, grand change eight the whole way 'round."

Gentlemen face the lady on their left, give left hands to each other and turn around once. Give partner right hand and left to next, etc.

"First couple out to the right and swing in the rear."

First couple goes out to the right and behind the second couple. In doing so, the first gentleman goes to the left around behind the second couple and meets his partner, while head lady goes to the right and behind to the rear of second couple. They swing there.

"Up in the front and swing the dear."

After swinging in the rear, the gentleman continues to the left on around to the front of second couple while the head lady continues on around to the right and swings her partner in front.

"Lady 'round the lady and the gent around the gent."

The head couple passes through between the members of the second couple, the head lady passing to the left around the second lady, while the head gentleman passes to the right around the second gentleman. Both walk back to place in front of the second couple.

"Gent around the lady and the lady around the gent."

Reverse the order, gentlemen passing around the second lady while the head lady passes around the second gentleman and back in front.

"Circle four, right and left and on the next, and swing in the rear."

First and second couple circle four hands half way around and then the first couple pass under an arch made by the second two. After passing through the arch, they then walk around to the rear of the third couple, the gentleman to the left and lady to right. They meet in the rear of the third couple and swing there.

"Up in the front and swing the dear."

Repeat this call, as above, at third station.

"Lady around the lady and the gent around the gent."

Repeat, as above, at third station.

"Gent around the lady and the lady around the gent."

Repeat, as above, at third station.

"Circle four, right and left and on to the next and swing in the rear."

Repeat, as above, at third station then go to fourth station.

"Up in front and swing the dear. Lady 'round lady, gent around the gent."

Both of these calls are repeated at station number four.

"Gent 'round lady, lady 'round gent. Circle four, right and left back home."

Repeat these calls as above and the first couple are back home.

"Corner left, partner right, grand change eight the whole way 'round."

This call is described above.

Second couple now takes the lead and visits all other stations, followed by couple number three and four.

"The Double Grapevine Twist"

Music, 2-4 tempo

"Jump in the air and then come down. Swing your honey 'round and 'round."

See description under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description under "Andy Gump."

"First couple out to the right and circle four."

First couple lead out to the second couple and circle once around.

"Open up and take two more."

As first four progress to third couple, the head gentleman and second lady drop hands and admit the third two to the circle.

"Hurry up and don't be late, open up and run away eight."

Continue to circle to the left, then open up and admit the fourth couple to the circle between the first gentleman and second lady.

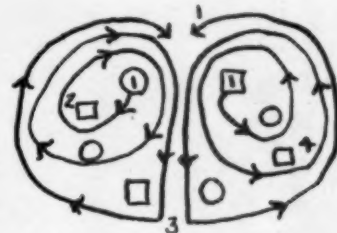
"Head couple free their wrists and start that double grapevine twist."

Head couple release their inside hands. The gentleman walks forward and to the left, passing under an arch made by the fourth couple. He continues around to the left and back to place. The fourth lady turns under her own left arm and stands in place. On the other side of the circle,

the head lady is doing the exact opposite of the head gentleman, going to her right and under an arch made by the second couple and back to place, as the second gentleman turns under his own right arm and stands in place. Without stopping the head couple repeat the above figure each advancing one position toward the foot of the set, the head gentleman passing under the arch of the fourth gentleman and third lady and leading the second lady through behind him back to place. The head lady passes under an arch made by the second lady and third gentleman and back to place. The second lady turns under her own right arm and stands in place while the fourth gentleman turns under his own left arm and stands in place. Continuing the "twist," the head couple pass together under an arch made by the third couple. The head gentleman leads all those on his side of the circle to the left and back to place while the head lady leads her group to the right and back home. The third couple turn toward each other to unwind themselves, and stand in place.

The important point to remember in executing this figure is that all except the head couple remain holding hands while this figure is being danced. The only break being between the head two.

In this diagram the head couple is shown leading double grapevine twist.



"Corner left, partner right, grand change eight the whole way 'round."

See description under "Andy Gump."

Second, third and fourth couples in turn execute all of the calls given.

"Two Lone Gents Do See Do"

Music, 2-4 tempo

"Jump in the air, come right down and swing your honey 'round and 'round."

See description of this call under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

(Continued on page 393)

Recreation in Mill Villages

XVILLAGE in North Carolina is a little town five miles from the county seat. The main industry is textile. There are other small businesses in the town, but there is a marked distinction between the "uptown" people and the mill workers, and the mill people are woefully lacking in recreational opportunities.

Into this community there went, last January, a recreation supervisor from WPA. The program began in an ice house transformed into a community center. Ice house pipes were taken out and sawed apart. Welded back together, they became see-saw and swing frames. That was the beginning of the playground.

Inside the center, games, crafts and social recreation were conducted. A small library had its beginning in the center when fifty books were borrowed from the State Library Commission and County Library. Now the library owns two hundred books and has a rental shelf with new books which pay for themselves and also for repairing older volumes.

The ice house has been outgrown and the local Recreation Council is buying additional equipment for the playground.

Xville, in the same county, has the distinction of being the oldest mill village in the district. It is a small village made up entirely of mill workers. During the past year the mill has been closed and most of the people are jobless. Into this community, too, there went a WPA recreation worker.

The only location available for a recreation center was one room of an old store building, but here the dauntless WPA worker initiated her program.

There was a library in the community, one of the best in the county, built in honor of the founder of the mill by his son. The library had been endowed, but years later, on the failure of the bank in charge of the trust fund, the library was closed. Many times the recreation worker tried to gain an entrance to the building. Finally her efforts were successful, and to her surprise, upon entering she was confronted with a bronze plaque inside the door reading: "I,, give

this building, a place of recreation, a library, in memory of my father,, for the people of Xville."

In the library were rows and rows of good books—fiction, travel, biography, and magazines dating from 1906. The card catalog, tables, chairs and lights were in good condition. The large hall upstairs was in need of repair, but it was suitable for social gatherings.

The recreation worker saw the possibility of the library as a recreation center. She redoubled her efforts to secure the use of the building, and finally it was opened as a "place of recreation for the people of Xville."

In two small villages a recreation program has been operating for fourteen months. In one of these villages, a canvass for equipment disclosed swings and see-saws packed away for fourteen year and never used. In four other towns in the county, self-supporting recreation programs are being carried on. Not all of the programs are adequate, says the supervisor, but the project is helping, and there are ten recreation workers employed now where formerly there was none.

The recreation supervisor in another county of North Carolina tells of a community where highly emotional revivals were the only outlet for pent-up emotions. A WPA recreational program was introduced. The response was slow at first. The children lived in such widely scattered sections that opportunities for social gatherings were rare. They were bashful and self-conscious about playing. They had to be provided with an opportunity to do the things in which they seemed most interested. Following a study of community needs, a Community Club was organized. A thoroughly competent woman was secured to teach the Sunday School lesson at each meeting. This was followed by club singing, games and stories. Families came several miles to attend the meetings. After the

regular program and social hour, many of the members lingered to exchange quilt fashions and recipes, and some of the magazines friends had sent were passed among the members of the club.

The story of what recreation has meant to some of our southern mill villages is an interesting one. We present a few extracts from a report of the Works Progress Administration which has been responsible for recreation projects in a number of these communities.

(Continued on page 394)

"It's Thar, Effen You Know How

to

Git It"

By

JOHN W. HANDLAN
Oglebay Park
Wheeling, West Virginia



"**T**HAR'S LOTS O'GAME aroun' yere — effen you know how to git it!"

That was the classic response of a West Virginia mountain boy to a question addressed to him by a visiting sportsman.

It seems a strange way to introduce a story of a community music survey and the things which developed from that survey, but it does have an application to that apparently irrelevant field. The music survey enabled people of the general area of Wheeling, West Virginia, to verify their suspicions that there are musical resources "aroun' yere." Then, too, they go a step further than the mountain boy and are ready and willing to tell "how to git it."

Their plan is so simple, so flexible and useful that it might well be employed in any community or any region where the people want to ascertain their musical resources and put them to work.

A bit of background knowledge seems necessary for a proper understanding of the Wheeling music survey.

Wheeling is a city of 60,000. The city is, however, the geographic, economic and social center for an industrial and rural population of about 300,000 people who live in twelve counties in the upper Ohio valley and represent the states of Ohio, West Virginia and Pennsylvania.

Just beyond the municipal boundary of Wheeling is the city-owned Oglebay Park, a natural recreation area of 750 acres. At Oglebay Park is the headquarters of Oglebay Institute, an incorporated organization devoted primarily to adult educa-

tion. The Institute derives its financial support from four separate sources. These are membership dues voluntarily paid annually by private citizens; proceeds of an endowment fund; private gifts, and State and Federal funds secured through the Agricultural Extension Division of West Virginia University. The Institute is, accordingly, under little moral or political compulsion to restrict its program to a city, to a county, or to a state. Operating many of its programs directly at Oglebay Park, it also sends its staff of specialists into the outlying cities, towns and rural communities of the entire Wheeling area.

The story of Oglebay Park and of Oglebay Institute is interesting enough, but is long — and this is the story of the Institute's music survey and some of the results of that survey!

Music Always a Part of the Program

From the inception, in 1927, of what was to become the Oglebay Institute program, music had played a part in its work. Opportunity was given to individual choral or instrumental groups of amateurs to present public programs at the park. The Institute had worked closely with the Wheeling Symphony Society toward the development of a creditable Symphony Orchestra under professional leadership and composed, about half, of professional players. Song leadership courses had been held. A course in music appreciation was engineered one summer.

Starting in 1934, the Institute, through West Virginia University, placed a rural recreation

worker in the field in five West Virginia counties. Part of his work resulted in the organization of men's, women's and mixed choral groups in these five counties. But by 1936, with the exception of the rural field of those five West Virginia counties and a well-established symphony program, the area's community music set-up was nothing if not hodge-podge and uncorrelated. Then in 1936 Oglebay Institute employed a director of music, Edwin M. Steckel.

Mr. Steckel came to the Institute with a background of excellent musical training, accomplishment as an organist, pianist and song leader, familiarity with school music from personal experience, and, best of all, organization ability. Into the lap of this man was tossed the problem of correlating the Wheeling area's musical activities.

Mr. Steckel met Mrs. Gibson Caldwell, president of the Wheeling Symphony Society, chairman of the Oglebay Institute Music Committee, herself a splendid amateur cellist, and ardently interested in any thing pertaining to music. Mrs. Caldwell invited to an informal supper at her Wheeling residence leaders of various choral and instrumental groups, the head of the musician's union, school music authorities from both sides of the Ohio River.

The Survey Is Initiated

A music survey was suggested to the group, which at once became interested and active when its possibilities were outlined by Mr. Steckel. On the spot, committees were formed to survey such separate fields as professional music, church music, school music, solo talent, meeting and rehearsal facilities and every other item remotely associated with the community music picture.

Mechanics of the survey were simple. The chairman for school music, for example, enlisted the aid of music educators on both sides of the river. Soon he had available a card index which listed such items as the names and addresses of all music educators in the Wheeling area, the number of musical organizations in each school system, their enrollments and other details. Similar listings of musical resources went on in the other separate fields.

In the meantime Mr. Steckel kept in daily touch with the surveyors, helped personally where help was needed and gradually

accumulated the combined file of the separate surveys. At the end of about three weeks reports began to come in. Some astonishing things were revealed even to people who thought themselves familiar with the Wheeling area and its music.

The survey determined, for example, that eighty-five churches in the area had established choirs and that fifty-seven of these churches employed professional choir leaders, or organists, or organist-leaders. Only eight churches paid their singers. It was found that in twenty-two separate public and five parochial school systems of the region, there were employed a total of fifty-three music educators. Such other items were uncovered as the presence of eighteen established amateur vocal organizations and nine amateur instrumental groups. It was found that in the area there were sixteen professional instrumental organizations, five professional concert series, sixty-one vocal soloists, thirty-two instrumental soloists, ninety-one private teachers of music. Twelve suitable and available concert halls were listed.

Developments Follow the Survey

That gives a fair idea of the material uncovered by the survey. With the findings of the survey in Mr. Steckel's hands developments came rapidly.

An Oratorio. No individual or agency ever had brought the best singers of those eighty-five church choirs together for a single event. The local ministerial association eagerly accepted the proposal that these vocalists should combine in a regional effort. Thirty choir leaders met with Mr. Steckel and agreed to enlist all forces in the presentation of the Oratorio "Elijah," by Mendelssohn. The oratorio was sung at Wheeling in mid-March by a selected group from the singers of those choirs—370 voices. Dr. Hollis Dann, eminent choral conductor, was engaged to lead the production. He met with the various leaders at the outset and outlined his plan, following up this initial contact with a series of bulletins. Local leaders worked with their own groups between massed rehearsals, four of which were held. The choice of four professional soloists from New York obviated the possibility of arousing local jealousies.

Local newspapers called the oratorio the finest cooperative event in the area's musical history.

Countless surveys are made, but many of them, rumor has it, are filed away and nothing more is ever heard of them! Here is the story of a community music survey whose findings were translated into significant developments.

The Ohio Valley Festival Chorus. The performance over, the singers asked, almost unanimously, "What do we do next?" Result—the organization of the Ohio Valley Festival Chorus with a program of one outstanding event each winter and each summer.

A Music Educators' Association. Another example of what the survey did: Music educators on one side of the Ohio River scarcely knew their co-workers across that stream. The Ohio Valley schools are proud of their high school bands. These seemingly irrelevant facts became meaningful with the formation of the Ohio Valley Music Educators' Association with a membership of forty-eight of the area's fifty-three educators. The Association's first official act was the sponsorship of the first Ohio Valley Band Clinic.

Band leaders recommended players from their organization. Each player was given an audition which included scale playing, sight reading and a prepared number. A committee then assigned the successful candidates to places in the band of one hundred and fifteen pieces representing eighteen Ohio Valley high schools. Ernest Williams of New York was brought in as clinic director and a two-day clinic was held. A public concert climaxed it, and then the big band played in four separate centers of the area in the next two weeks.

A Community Music Association. The vexatious matter of conflicting dates for musical events long had been a thorn in the flesh of the local music leaders. From the survey came the Community Music Association, whose functions are to serve as a clearing house for concert dates, as a contact agency for local groups, and to act as official sponsoring body for combined musical activities within the area. As a start the Association sponsored two weeks of carol singing, twice daily, at Wheeling's first community Christmas tree in December of 1936.

Edwin M. Steckel serves as full-time secretary for these various groups, as well as other agencies and organizations in the music panorama of the Wheeling area.

Other Accomplishments

What are some of the other accomplishments which may be traced to the music survey? Here are a few of them:

A Junior High School choral festival at Wheeling with a massed chorus of 400 youngsters in public performance; a senior high school music festival in connection with the Arbor Day pro-

gram at Oglebay Park, with 600 high school singers involved; a "Music Week Observance" which brought Geoffrey O'Hara to Wheeling to appear before a dozen civic clubs of the area and more than 12,000 public school children in a single week.

There is scheduled for Oglebay Park late in August (this is written in July) a two week camp of the famous "Singing Boys of America" from Steubenville, Ohio. In addition to the fifty boys of this famous group, churches of the area are sending a hundred local boys to play and sing with this talented band of youngsters under their own director. A sacred concert will be offered the public at the end of the two week period of training, and the nucleus of the "Singing Boys" will present other public programs during their stay at the park.

At Oglebay Park this summer a comprehensive concert program is catering to thousands of people. On every Sunday afternoon and on alternate Thursday evenings the Wheeling Symphony is scheduled to play. The Symphony is under the leadership of Antonio Modarelli, late of the Pittsburgh Symphony, and is rapidly striding ahead.

On the unscheduled Thursdays, amateur instrumental and vocal organizations of the area are scheduled for evening concerts, and in September, upon the close of the Symphony concerts, each Sunday afternoon and each Thursday evening will be filled by a concert of organizations of this type.

On every Sunday evening in July and August public vesper programs are held. These are preceded by a fifteen minute organ recital by guest organists, and each vesper program includes special music and congregational singing.

Such special and outstanding events are in the offing, as an August first presentation of choruses from "Elijah," by the Ohio Valley Festival Chorus accompanied by the Wheeling Symphony. On September 19th an Ohio Valley band festival again will draw high school bandsmen together—this time in connection with the appearance at the park of the United States Marine Band. The school bandsmen will mass with the Marine Band for one number under its director, Captain Taylor Branson. This will take place in the afternoon. In the evening the Marine Band will play a public concert.

Most of these events are free, but the Music Festival and Marine Band program will be preceded by ticket sales by the high schools concerned, with part of the proceeds going to defray the

(Continued on page 394)

Good Times in "Ag Alley"

"THEY ARE a great bunch," laughed Bill North, the campus cop, when I asked

him his opinion about the students of the College of Agriculture at the Ohio State University. He went on to say that he wished other colleges had the pep and enthusiasm for group activities that the Agricultural College exhibits. "I actually believe that eighty per cent of them knows everybody else," blandly contributed Shorty, the Ag Alley cop. (Ag Alley is that end of the campus on which most of the buildings of the College of Agriculture are located.)

Education College asks "why?" Ag College replies with the word—"recreation."

Yes, Ag College believes in recreation—not the type which means solely movies and dances, but rather activities in which there may be group participation. The activities of the college are subject to the All Agricultural Council which has as ex-officio members the Dean and Secretary of the college. The books of each organization are carefully checked by a student auditor. This and other factors prevent the limiting of membership in the campus organizations.

Membership in this council consists of the president from each of a number of organizations. In addition two members from the Home Economics club, the president and a senior; two seniors from University Grange 1620, one of whom is a man and one a woman; one member from the Agricultural Student; the Student Senate member from the College of Agriculture, and any student officers of the National Collegiate Agricultural Council that may be enrolled in the College of Agriculture.

What Do They Enjoy?

What is the type of group participation that these college groups enjoy? The answer is folk games and play party games. Yes, we furnish much of our own music. The credit for our interest in this type of activity is due to our very good friend R. B. Tom, extension in rural economics, at Ohio State University. Many of the young people have been at camp with Mr. Tom before entering the University and consequently are prepared for this type of recreation. For those especially interested in recreational leadership Mr.

By DOROTHY LANGSHAW

Perry, Ohio

Tom offers a course which consists of lectures upon the theory of play and play leadership. This

course also has a laboratory period which is actual participation in play party games. At this time ideas brought up in lecture are tried out. In connection with this class teams are sent out to nearby communities to lead parties.

It's a big evening for many students when Billy Foster and his Yellow Jackets come to the Armory for a Square Dance. There are often as many as fifty sets keeping in perfect rhythm with the call "Darling Nellie Gray." The floor is also crowded when other types of old time dances are played such as schottische, rye waltz and polka. As is to be expected, modern dances are popular on this as any other campus, including the formal proms.

Skill games have been very popular with this group. Various students have found opportunity to visit the home of Lynn Rohrbough, just twenty miles from the campus, where they can make their own equipment for the games.

Picnics

Picnics have their place in the curriculum of Ag Alley. In the spring quarter each year the All Agricultural Council sponsors an "All Ag Spree" which is really a picnic. Everyone in the College of Agriculture is urged to attend, including the faculty. The early evening is spent in out-of-door sports, such as baseball, and other competitive games. When hunger calls a picnic supper is enjoyed amid laughter and song. When the food has disappeared a mixed dance fills the time for the remainder of the evening. It is impossible to go to such outings without recognizing at least the faces of your classmates—thus the basis for Shorty's comment.

The Annual Banquet and Dance

Ag College goes more formal for its annual banquet and dance which is held during the winter months. One of the purposes of the banquet is to present

(Continued on
page 394)

This month colleges will reopen t
will flock back from summer vacat
play. What do these students do
college? How far do college activ
people? From two sources come ar

Recreation in a College Town

By S. SHIRLEY ROBERTS
Pacific University

MOST OF THE recreational activities in Forest Grove, Oregon, are sponsored by Pacific University or are held on the school property. Although several of these functions were primarily intended as purely school affairs, they have come to include most of the town's population. A comparatively small town, Forest Grove has a great number of recreational projects.

At Christmas

As Pacific University is called the "New England college of the West," it has many old English customs, one of which is the Wassail party. Just before the Christmas holiday the towns people are invited to McCormick Hall, the men's dormitory, which is appropriately decorated with fir trees, cedar boughs and mistletoe. The Christmas spirit prevails, and the University Glee Club, the Girls in formals and the men in dark suits, sing carols. There is a tableau or short play and informal speeches. To the crackling of the Yule log in the fireplace a platter is brought in on which is the boar's head; then—the wassail! Hot, spicy, it is followed by a platter of "snapdragons"—burning raisins soaked in alcohol. Friends drink one another's health in the aromatic wassail.

Another event of the Christmas season is the presentation of Handel's great oratorio, the *Messiah*. A group is formed composed of the University Glee Club and any members of the town's choirs who wish to join. The *Messiah*, together with other Christmas music, is presented by this group before Christmas. The Sunday after Christmas they join with the choirs of the Portland Council of Churches to present the *Messiah* at the Civic Auditorium under the direction of Willem Van Hoogstraten, accompanied by the Portland Symphony orchestra. Each person who attends three practices and the performance is

credited with fifty cents which is given to his choral group to purchase music.

Throughout the Year

An unusual activity is the annual

high school music tournament sponsored by Pacific. Well-known musicians from Oregon

and Washington are judges, and schools from all over Oregon and Washington send representatives. Every townsman avails himself of the opportunity to hear the music, classical and semi-classical, which is sung or played on piano, violin, viola and bass viol.

Probably the most unique feature at Pacific that is valuable to the town in a recreational way is a physical education class called "games of low organization." The members of this class learn to lead marching, party games, and folk dances, and are available at any time to conduct recreational activities at Parent-Teacher, Sunday School, or other group meetings. The member of the class who is to plan and direct a meeting of this type tries it on the class first to discover if any changes in program are necessary.

More in line with work all over the country are the May Day festival in which high school and grade school pupils participate, and which is enjoyed by the entire town; the extra gymnasium classes in games, dancing and swimming for townspeople; the supervised swimming periods for Boy Scouts, Camp Fire Girls, and Girl Reserves, and the annual play day for high school girls in this county, which is held in Pacific's gym.

Last summer the stores in Forest Grove started a softball league, but it was not entirely successful because of the necessity of holding twilight games. Nothing daunted, the merchants have started a campaign to buy arc lights for Pacific's athletic field. They will be used not only for the softball games but for high school and college football games as well.

We shall be glad to receive from other colleges and educational institutions information regarding the recreational activities being conducted by the students. RECREATION is particularly anxious to know of instances in which colleges are sharing their recreational programs with the people of the communities in which the institutions are located.

reopen their doors and students
mer vacation eager for work and
ents do in their leisure time at
ege activities benefit the towns-
s come answers to these inquiries.

Recreational Provision in Housing Projects

BOTH PUBLIC and private groups concerned with promoting housing developments are increasingly including recreational areas and facilities as an integral part of their plans. Community buildings, recreation rooms, playgrounds, day nurseries, swimming pools and other facilities are being constructed at the same time as the houses themselves.

Buckingham. Buckingham in Clarendon, Virginia, is a planned residential community developed by Paramount Communities, Inc., and consists chiefly of two-story group houses ranging in size from two to sixteen families. The section now under construction will provide for 510 families and occupies twenty-six and a half acres. Eventually 2,500 families will be accommodated in the development which caters to renters with an income averaging \$1,200 to \$3,000 a year.

Land coverage is less than twenty per cent, and all open spaces are developed in landscaped areas and play spaces. Present plans call for, among other things, space for community rooms, tenants workshops, an auditorium, and nursery schools if desired by the tenants. Plans are laid for a fully equipped playground for children five to eleven years of age.

Hillcrest. Completed six months ago, Hillcrest, a development of the Meadville Housing Corporation, Meadville, Pennsylvania, relieved a housing shortage brought about by the establishment of two new industries in the community. The corporation is sponsored by the Chamber of Commerce and the Central Labor Union.

The plot occupies forty-three acres of hill side, twenty-three of which were used for building purposes. Five acres were set aside for future use and eleven acres were given to the city of Meadville for park area.

The Chandler Tract. In a project of the Resettlement Administration, Department of Agriculture, part-time farms will be established on the Chandler Tract in Arizona to enable temporary laborers on farms to escape the necessity for migratory living by supplementing their incomes and providing minimum, but adequate housing. The

In the *Architectural Record* for May, 1937, are described a number of public and private housing projects from widely separated sections of the country. The statement presented here will give our readers some idea of the facilities and areas being provided in greatly differing developments.

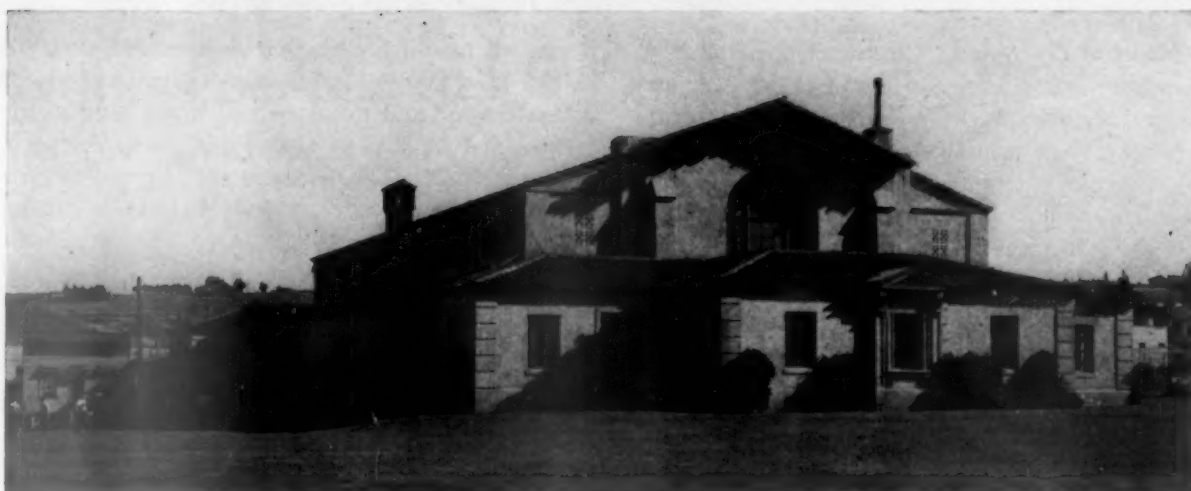
project supplies 350 acres of farm land surrounding the housing tract, on which marketable crops and livestock can be raised by the laborers during periods of temporary unemployment. In addition to crop lands, each apartment will have a small garden where flowers and

special vegetables can be grown. A community building will have facilities for a day nursery, for social gatherings and for various other activities.

Liberty Square. Liberty Square, recently opened PWA housing project, stands on the outskirts of Miami, Florida. Its 243 units are made up of one- and two-story group houses containing from two to five rooms each which will house only families who previously lived in sub-standard homes and whose income does not exceed five times the rent plus the cost of facilities. The site calls for a community building, centrally located, with accommodations for a day nursery and a large auditorium. Behind this building is a large open dance floor. Swimming and wading pools are flanked on either side by large grass plots. The arrangements of the building allow court space for children's playgrounds and a garden area for adults.

Pickwick Landing Dam. The Pickwick Landing Dam development is a PWA housing project for the provision of permanent homes for workers at this Tennessee Valley Authority plant. The project includes a ten room public school in combination with a community building which also contains an auditorium for both colored and white, a reading room and a sitting room.

Parklawn. Parklawn, also a PWA Housing Project, is located near Milwaukee's industrial and employment district. The tract of forty-two acres contains sixty-four fireproof structures grouped around courts. Seven and a half acres are set aside for recreational purposes. A community house with many facilities, a number of playgrounds and wading pools are provided. An arrangement with the Department of Municipal Recreation and Adult Education of the Milwaukee Public Schools has been made whereby the Housing Project provides the facilities and the Department of Municipal Recreation and Adult Education the recreational leadership and program.



At the Portola Recreation Center

THE PORTOLA Recreation Center is located in a district which lies in the center of a group of

very much isolated and independent districts of San Francisco. In the past years sectional feeling has run high, with constant warfare between the districts involved. Natural boundaries, such as hills and vegetable gardens, were the border line over which armed conflicts frequently raged. Strategy resembling that used in actual warfare was often employed by the various district forces. One gang would entice the enemy across the railroad track at the moment when a freight train was coming through, thereby shutting off retreat and enabling the capture of the "foreigners." Many of the captives were treated cruelly and the police were constantly called on to restore law and order. The use of rocks and weapons of many kinds was common. Eventually an unfortunate motorman piloting a street car was shot with a rifle. It was then that the city government became conscious of the fact that troubles were constantly brewing in this district.

The population of the section is a mixture of practically every nationality, with Italians, Scandinavians and Jews predominating and with a generous sprinkling of Maltese, Germans, Spanish and French. Because of this mixture it has been difficult to

By **PAUL MADSEN**
General Director

secure solidarity and uniformity of action. The nationalistic feeling which prevailed very strongly in the past often made progress impossible along commercial as well as fraternal lines.

Then Came the Center!

It was in the midst of a cosmopolitan district of this type that Portola Recreation Center was established six years ago by the San Francisco, California Recreation Commission. The building contains gymnasiums of maximum size with apparatus and adequate shower facilities, four club rooms, a kitchen, a well-equipped stage, craft rooms and offices. The center is located on a ten acre playground with the usual facilities such as baseball diamonds, basketball courts, tennis courts, and children's apparatus. The attendance on this playground prior to the opening of the building averaged about 1,200 a week. With the building in operation the average attendance is about 5,000.

The Portola Recreation Center operated by the San Francisco Recreation Commission has completed its sixth year. As the Commission looks back over these years, it feels that the Center has not only provided leisure time activities for many thousands of people of all ages, with progressively better programs as the leaders have gained in experience, but it has helped materially in reducing juvenile delinquency in a neighborhood which presented many acute problems.

The Staff. The staff of the center consists of one general director and four assistant directors, three of whom are on a part-time basis. At the present time the staff is augmented by twenty-two WPA assistants who teach various kinds of craft work, issue supplies, do office work, and perform other services.

Hours of Operation. The center opens at 8:30 A. M. and is in constant use until 11:00 P. M. and often later. An emergency educational program nursery school using the facilities of the center takes care of thirty-five babies. The fast moving of furniture makes it possible to convert the rooms into play rooms and sleeping rooms for the nursery with its kindergarten furnishings in the morning, and to transform them into adult club rooms for afternoon and evening activities. In this way a maximum use of the building is secured with the most efficient services for the greatest number of people.

Because of lack of school facilities the near-by junior high school uses the gymnasium of the center for its various physical education classes.

Clubs and Classes

We have found that by grouping our participants into forty or fifty groups and classes of from twenty to twenty-five each we are far better able to guide these individuals, with their differences in background and experience, and to gain a better insight into their family life and environment. There are about thirty clubs sponsored by the center and held together by a variety of interests. Among the groups are Camp Fire Girls, Boy Scouts, Sea Scouts, athletic clubs, social clubs, and clubs for practically every age and interest. A strong active mother's club is one of our outstanding groups. The classes carried on regularly include folk dancing, tap dancing, ball-room dancing, acrobatic dancing, a toy symphony, orchestras, glee clubs, airplane building, wood-work, painting, gymnasium activities and a nursery school, instruction in piano playing, soap carving, puppetry, dramatics, tennis, story-telling and harmonica instruction.

The Club Advisor. Each club has from twelve to fifty members who elect their own officers and transact their own business. A director is assigned as adviser to each club, and while all directors are interested in all clubs each adviser is definitely responsible for the club of which he is in charge. He is sometimes granted the right to vote in club meetings but is usually a silent spectator, leaving all the planning to the club members but always standing ready to be of assistance and to interpret the rules and regulations of the center.

The Council of Representatives. In order to secure unified action by all clubs meeting in the center, a council of representatives has been or-

ganized to which each club elects a delegate. We have tried to make this council a dignified body of "statesmen" and to attach real importance to the office and its duties. The council meets regularly once a month. The delegates are assigned to their regular permanent seats and business is carried on in a very dignified manner. The officers of the council are elected by the delegates. By giving this body a great deal of responsibility we have been able to secure cooperation and discipline not otherwise obtainable. It has been our experience that the greater the responsibility given this group the better the response from the clubs.

Through our method of organization we have secured leaders able to promote and conduct center-wide and inter-club activities. The council is empowered to make assessments on the clubs for various purposes. It conducts baseball and indoor basketball tournaments and is in charge of events such as our large indoor carnival, our anniversary celebration and other activities which have become traditional during the past six years. The anniversary celebration lasts a week and is observed by various athletic, musical and dramatic programs. The week is eagerly awaited by members of all the clubs. Recreation executives, city officials and other dignitaries are always invited, and the clubs take great pleasure in entertaining them.

Meeting Places for Clubs. Many clubs are in favor of having their club rooms in various homes, attics and basements. While we encourage the use of the facilities of the center, we also encourage certain clubs to maintain their own rooms. Some groups like to have a place where they can gather at any time and rooms which they may furnish in any way they desire. We believe the proper approach to this problem, which is indeed a problem in many instances, lies in taking a personal interest in these clubs and visiting them as often as possible. Our directors are welcome guests at most of the clubs, and the mere knowledge that a director may visit them at any time keeps activities and facilities at a high standard. We invite these independent groups to participate in various sports of the center and feel the clubs are almost as much our responsibility as though they meet at the building. In this way we have created cordial relations with many groups, clubs and gangs who were antagonistic toward organized recreation and supervision.

(Continued on page 395)

"Never Too Old to Play"

By W. DUNCAN RUSSELL



WE HAVE BEEN taking pictures lately of the Adult Recreation Project. These pictures are providing the government with a faithful and accurate record of varied forms of recreation offered to the citizens of Boston, under sponsorship of the Works Progress Administration. They show groups of amateurs in all sections of the city taking part in community entertainments. They picture men and women in arts and crafts centers learning new skills with their hands. They give flashes of community orchestras and choral groups putting on music festivals in their neighborhoods. There is a series devoted to lecture and discussion groups showing people of all classes meeting in friendly fashion to get a little closer to the actualities of life and to each other and to learn from the open forum the great lessons of mutual understanding and tolerance.

These pictures, to me, are more engrossing than the most brilliant Hollywood film, for the reason that they are real. They are part of a human record being

written in our own city by our own people. Perhaps if you saw them you might think the little dramas they picture must be very crude theatrical efforts. The orchestras might look very amateurish to you. The discussion groups might seem to represent a hit-and-miss cross-section of our population. And I suppose you would be right in this surface judgment!

But it is for this very reason that they mean so much to me. They are typical of a cross-section of our city population. They do show men and women of all ages, from all districts, who are characteristic of the Boston we know as "the Hub"—the Boston which has its North End and

its South End, its far-flung suburban districts and its compact West End. The thing I like best about them is that they show all kinds, ages and conditions of people enjoying themselves, apparently refreshing their minds and bodies and storing up new mental experiences.

Perhaps these experiences might not seem to you very

Behind the pictures — what? In a series of talks broadcast over Station WCOP, Boston, W. Duncan Russell, General Director, Community Service of Boston, who is now serving as Executive Director of the Adult Recreation Project, WPA, Boston, has told of some of the human records being written as adults are given increased opportunity to find expression through leisure time activities. In his first broadcast, presented here, Mr. Russell tells what is back of some of the pictures which have been taken at some of the various centers in operation.

thrilling, but I know they have been life-saving to many men and women. I see in these photographs people—just plain people—casting off the cares, the worries and work of the day, and finding a new joy in taking part in a drama, learning to play chess or checkers, weaving rugs and tooling leather, singing in community choruses or playing an instrument in a neighborhood orchestra.

Another thing that strikes me forcibly as I look over this pictorial record of a government recreation project is the number of gray heads in the pictures. In order to make this record, a camera man goes from one to another of the centers maintained by adult recreation in nineteen different sections of the city, and snaps the participants and the audiences. His pictures show older people among the actors and registrants. They show a great many older people in the audiences. A checker game in one of the game rooms shows an old man who looks like a retired sea captain, surrounded by a group of solemn-looking young men who are watching his moves with rapt intensity. There is another picture of a venerable colored man whose face would intrigue a Rembrandt with its fine gentleness and its furrows cut in by the years. He is making a hooked rug. On inquiry I find that this old man who attends one of the crafts centers in the Outer South End is learning this new art—at the age of seventy-five—in order that he may make himself useful in his last years.

In another picture, brought to me recently, is a group of elderly gentlewomen, whose fineness is of special Boston type. They are gathered in the back garden of what was once one of the city's fashionable residences in the South End—now a settlement house—listening intently to a young lecturer who is evidently making an impression upon them. The picture tells an affecting story of the eagerness of these old women to be informed on modern matters, and of the pleasant way they are spending an afternoon, with a youthful speaker bearing to them across the years a message of timely interest.

In still another picture taken recently in the English High School Center maintained by the School Committee Division on the Extended Use of Public Schools, the audience is sprinkled with gray-haired men and women who have passed the meridian of life.

Now, I have been what we term a "recreation worker" most of my life. I believe heartily in the philosophy of that great founder of the recrea-

tion movement in America, Joseph Lee, that play is a necessary part of education.

In all sports programs for boys and girls launched under proper leadership we try to help the development of those play faculties which make better-rounded lives. We encourage play for the sake of the game itself, for the joy of it and for the keen pleasure of competition.

We all know that boys and girls must play—it is their birthright and their heritage. But conditions revealed during the last few years have opened our eyes and our minds to new needs and new possibilities in a recreation program for adults. In this city today there are thousands of men and women who need recreation for the same reason and to the same degree that boys and girls need it. How few of us ever stop to think that the average normal human being is never too old to play! Of course I do not mean to play baseball or football or to take part in rough and tumble games. But I *do* mean never too old to go in for an interest—a hobby; never too old to attend a theater performance, to listen to music, to enjoy a good discussion or perhaps a timely lecture on a favorite topic, or to learn new arts and crafts or develop new manual dexterities.

Under modern conditions people past their early youth are faced with more leisure and greater opportunity for relaxation than our mothers and fathers would have dreamed possible. Electricity has turned on the switch and set a new pace for all of us. Shorter hours of work and the crowded living conditions of our cities have made it an obligation of society to provide opportunities for the employment of the time we now call "our own."

This need has been recognized and met by the government and I am here today to tell you something about the demonstration that has been given in the City of Boston, under the Adult Recreation Project, to prove that society can meet this need intelligently and that it can do its part to supplement the commercial forms of recreation provided by movies, theaters, automobiles, radios and those entertainments for which we pay our money.

I wonder how many of you listening in really know what I mean when I speak of the "Adult Recreation Project." I wonder how many who do know about it, and have taken part in its neighborhood entertainments, realize its importance and its extent!

Do you know, for instance, that under government auspices nineteen little theaters have produced to date 500 plays in which all the actors and actresses have been volunteers living in the neighborhoods of the theater?

Do you happen to know that in fourteen arts and crafts centers a total attendance of 107,000 men and women have been taught to "do something" with their hands and their brains, to develop creative instincts and manual skills?

It may be news to learn that every night, in some part of the city, clerks and stenographers, mechanics and lawyers, men and women from all trades and professions are meeting voluntarily for rehearsals for community choral events or for neighborhood orchestra concerts! At the same time, you will find young and old gathering in halls and private homes, in branch libraries and settlement houses, wherever space can be found, to listen to lectures by experts in some field of art, science or government, or to take part in a local discussion group under trained leadership where topics of current interest are fairly and impartially threshed out.

Just add to this the picture of twenty-three reading and game rooms open all day and into the evening, where adults can put in their leisure time learning the intricacies of chess from a past master of the game; studying the proper moves to make in a close game of checkers; learning that ping pong is not such an easy game after all, or brushing up on the latest rules for bridge. When I tell you that these game rooms record an attendance of one million since their opening in February, 1933, you will get some idea of the need they have filled in the emergency period of depression through which we have just passed, and of the need they are still filling.

At a reading and game room an expert puts a "poser" up to the boys

Now I am going to ask you to use your imagination still further in forming this picture of free recreation for the people of the City of Boston. Picture these little theatres, orchestral and choral groups, arts and crafts classes, lecture and discussion groups and reading and game rooms as *community* affairs conducted for and by the community. Picture them being locally sponsored by the recreation division of the local planning committee, and see them geared to neighborhoods' needs, to the preferences and peculiarities of their section.

In other words, you will find that over in Brighton-Allston they like to put on operas, so they have managed some Gilbert and Sullivan nights that have attracted city-wide attention. Out in Germantown they love a discussion group and having a good time getting together, somewhat as our Yankee forebears did at husking bees and country-store, cracker-barrel, free-for-all forums. So they put on a community night at their center, which happens to be a hall, and the local committees plan the program. The leading actors, singers, speakers and dancers live so near that they can walk home after the affair is over.

This is the kind of thing that is happening in all parts of Boston because the government was far-visioned and wise enough to realize when the emergency of unemployment came that men and

(Continued on page 396)



A Traveling Museum

THE TULSA, OKLAHOMA, Junior Zoological Society is building an interesting traveling museum. The first occupant of this unique museum will be the Barred Owl chosen because Oklahoma is one of the few remaining states which does not give legal protection to any of the owls and the need for education regarding this particular bird is great. The display is a case with a stuffed owl inside placed in a natural background with painted trees and sky and clouds, which make the bird seem to be still living. In front of the owl is glass and the inside of the case is electrically lighted so that colors, markings and beauty of the bird may better be seen by the observer. The case has double sides. One of the side panels can be opened out, forming a display board on which is the information about the specimen in the case. On another side of the case is information about the whole owl family with photographs showing all the different owls. For different grade students a different set of display cards are placed on the side fins of the traveling museum. In this way the same case can be used for all grades merely by changing the information card.

It is the plan of the Junior Zoological Society to have enough of the cases to cover several different family groups of birds, as well as mammals and even reptiles. When the plan has been expanded all types of science will be

The story of Tulsa's traveling museum has been taken from an article by Hugh S. Davis, Director, Zoological Garden and Conservation, Tulsa, Oklahoma, Park Department, which appeared in the March 1937 issue of *Parks and Recreation*.

displayed, such as plants, geology, insects and the conservation of soil.

The distribution place for all of the traveling museum cases will probably be the Tulsa Zoological Garden museum, for it will be from the material in the museum that the case displays will be made up. Such an outlet for the specimens in the museum, it is thought, will be of great educational value. The displays will be distributed from the museum, and after study by classes will be returned and held until another school is ready for the display.

One of the interesting phases of the project will be the assistance which the students can provide. It is planned to furnish the various science classrooms with a blank background of papier-maché curved in such a way that there are no corners, thus making the painting of scenery appear in the distance. The students can paint the backgrounds and assemble the foreground material for a nat-

(Continued on page 396)



Courtesy Parks and Recreation

A Plan for the Improvement of Huron Valley

THE SMALL rivers of America for the most part have been forgotten by our lawmakers, as anyone who has read the reports of our water resources commissions,

power commissions or even our common water law must have realized. Yet for every river in America the size of the Tennessee, there are dozens, if not hundreds, of small rivers the size of the Huron. These small streams are not navigable for commercial craft, and they have little value for power, but they are pretty evenly distributed over America. Properly developed, they offer facilities for canoeing, fishing, swimming, camping, picnicking and residence that are accessible to all our people. Such streams are particularly important for Michigan, which derives so large a part of its income from the recreation which it furnishes.

The Huron River is easily accessible to more than two millions of people, with metropolitan Detroit only twenty miles away from the lower river, Toledo but little farther, and Flint only about twenty miles from its source. The people who can reach the Huron in a forty minute trip pay more than half of the taxes of the state and may justly claim a consideration for it that would not be warranted in the case of a wilderness river.

The recreational needs of each of these two and a half million people constitute a claim for consideration, and we should naturally expect that the Huron would be the demonstration river of Michigan, where the state would show to the world its consideration for the happiness of its people. Instead of this, we find a river defiled with the sewage of its cities, obstructed with many dumps, rocks and fallen trees, an instance of almost total neglect.

The Objectives

The objectives I have to

There are vast, unrecognized possibilities for the reclamation of our rivers for the recreational uses of the people of America

By HENRY S. CURTIS, Ph.D.

they are a part. It is not complete, in that it does not cover land use or reforestation but only the more immediate objectives of valley improvement. These objectives, as I see them, are ten in number.

Removing the Pollution from the Stream. The first objective should be the removal of the pollution. No one wishes to swim or fish, boat or picnic, or have a residence on a sewage pool. If the cities throwing their sewage into a stream were required to put it in above the city, so that they would suffer the consequences themselves, our rivers would soon be cleared, but cities always throw their sewage in below, so it is the neighbors of these cities who have to suffer. Their action is a violation of fundamental human rights and of the common law which says riparian owners have the right to have a stream come to them undiminished in quantity and unpolluted in quality. Such public abuse has long been against the sanitary law in this state.

The first difficulty is with the law itself, as no group has at present the adequate staff or authority to carry out its provisions, and the law does not seem to envision its main problem. It says that a city may be required to take its sewage out of a stream "if it is

found to be injurious to fish life or to the public health." Sewage drives all the better grades of fish out of the area and reduces the growth of carp, but it can not be said to be particularly injurious to the life of this fish. It is not injurious to the public health if people do not use the water, but it drives away every form of human activity and depreciates the value of property for miles below,

Definite and far-reaching objectives for the restoring of lost beauties and uses for the Huron River Valley, Michigan, were agreed upon and announced by a determined group of people representing all sections and interests of the Valley at a meeting held at Ann Arbor on March the fifth. Planners, engineers, industrialists, foresters, geographers and representatives of State bureaus pledged their support to make available to the people in the congested section of southeastern Michigan a river cleared for boating, improved for fishing, relieved of pollution, made beautiful and supplied with outing facilities along its banks. Extracts are presented here from the comprehensive report made by Dr. Curtis to the Conference.

far beyond the areas actually reached by the sewage.

Clearing the Channel for Boating. As the second objective I would name the clearing of obstructions from the river. These include some ten or fifteen dumps, ten barb wire fences, eight or ten abandoned dams, many rocks, hundreds of stumps in Barton and Flat Rock Ponds, and at least a hundred trees that have fallen into the channel, as well as numerous sandbars and riffles that make boating difficult and sometimes dangerous.

The Huron has been meandered over most of its course, and the bed of the stream belongs to the state. The trees that have fallen into the channel are probably worth taking out for wood. The fences across the stream are plainly against the law. Abandoned dams should go to the state or at least furnish passage for boats. Stumps are taken out of modern ponds before the water is let in.

Our Federal rivers are placed under the engineers of the War Department to maintain the channel, regulate the height of bridges and dams, and provide for the passage of boats. There should be some state engineering department having the same authority over state rivers as the War Department has over Federal rivers. Most of the improvements needed would not be particularly expensive if there were some department with the necessary equipment which could be moved about from stream to stream as needed. On the Huron, at least, a tractor with high and broad wheels could probably move down the bed of the stream in any period of low water, gather the rocks into low dams, which are much needed, remove obstructions and dredge a narrow channel that would always be navigable even in the periods of the lowest water.

Stable Water Levels. The third objective is a stable water level which is one of the determining factors in the value of all waterside property. While a water frontage in the valley under satisfactory conditions is worth from ten to one hundred times as much as the land back of it, this excess value does not apply where the water front of today is the mud flat of tomorrow. With no state department in charge, this has been left to local whim or haphazard development. Any group

of two or more farmers may get up a petition and drain a marsh or lake or lower a lake level without considering the general effect on the valley as a whole. A power dam may maintain its water levels or let the water run out as it pleases.

There are a number of marshes that have been drained that should not have been. They were more valuable as the resort of wild life than they ever will be for the feeble pasturage that they afford. There are streams flowing through marshes that might be dammed to make lakes that will yield a larger return than the marshes are ever likely to do.

There are a number of lakes in the valley which have been nearly ruined by drainage ditches that have lowered the water levels, leaving the true shore back some distance from the water. In this way some hundreds of acres of onion land worth perhaps a hundred dollars an acre have been

gained, at the expense of a similar area of resort land worth a thousand or more dollars an acre. Throughout the Waterloo area one of the first problems has been the restoring of these old water levels. There are a few lakes that are maintaining their levels by damming their outlets. There are a number of others where a retreating water level is a serious problem.

The power pools or ponds above the dams have certain disadvantages as resort areas as compared with lakes. The greatest disadvantage, in a number of cases, has been the sewage of the cities. Then there is the silt that comes down with flood waters, and the fact that such bodies of water are new and have no beaches. A still greater disadvantage is the popular belief that water levels on ponds are unreliable, and that the water front of today is likely to be the mud flat of tomorrow. This belief, as far as the Huron is concerned, is built on a misapprehension. As soon as the sewage is taken from the river, sites with permanent pond levels should be nearly as valuable as sites on our lakes.

During the low water period of the summer there is only water enough to run the smaller turbine in the power houses from two to four hours a day. The companies have been considerate in the time that the stream is allowed to run, but when the water is cut off by closing the spill-

Recreation workers will without doubt agree that not nearly enough is being done to develop the recreational opportunities offered by our rivers, and they will read with much interest the suggestions made by Dr. Curtis in his report. Dr. Curtis believes that if the plan he has suggested were put into effect on a national basis, the recreational resources of the United States would be easily doubled.



ways, it drives the fish from the river below, and makes swimming, boating, camping and picnicking either impossible or unattractive. There are two possible solutions; one, to allow the minimum flow of the river to proceed at all times, or at least during the daylight hours, and the other to build a series of low dams to keep enough water in the river to protect its fundamental uses. Such weirs are especially suggested for Ann Arbor and Ypsilanti.

Improving the Fishing. The first need is a careful study of the river to find the chemical and oxygen content of the water and the temperature in the hottest days both in the stream and in the ponds at various depths. Such a study should determine the kind and amount of food available for the bottom-living fish and the fish that are ultimately dependent on the free floating plankton in the water.

If fish are to be maintained in the sections of the river below the dams where the bed is well-nigh bare when the turbines are shut off, there must be a series of low dams with deep pools to which the fish may retreat at such times. Wing dams or deflectors will help by narrowing the current and digging deep holes. Taking the rocks from the channel to build such dams will be a great advantage to the boating. In places there should be brush or other cover for concealment and protection.

The carp is at present the main fish of the lower river. There is great prejudice against carp, but caught early from unpolluted waters, it is not a bad pan fish. It grows rapidly and lives largely on grubs from the bed of the stream and roots of

water plants. It is the main fish of our colored fishermen, who often come down in their cars and spend several days at the riverside, sleeping in their cars at night and cooking the fish as caught. As the sewage is cleared from the river, the game fish will reduce the numbers of carp considerably.

Professor Hubbs is of the opinion that wall-eyed pike, which is abundant in Ford and Portage Lakes, could probably be introduced into some of the other lakes and ponds, and that probably the rainbow trout might thrive in the upper river and in other portions, fed largely by springs. A larger planting of blue gills and small mouthed-bass is indicated by present conditions.

Of all the rivers of Michigan the Huron is surely the place for a fish demonstration. The Fisheries Institute has its home at the University, and there are plenty of people nearby to catch the fish.

Protection of Wild Life. As the fifth objective, we have the care of the wild life of the valley which has an unusually large supply and variety of forms. There are many marshes that might well be reflooded for muskrats and water fowl, and beaver might be introduced at certain points.

There is at present a wild goose sanctuary on Dunham Lake in Oakland County and a water-fowl sanctuary on Mud Lake in the Waterloo Project. Three other sanctuaries seem desirable: one on Four Mile Lake, where the state now owns about two hundred acres of land that is not being used, one on the Geddes and Superior Ponds, and a third in the marshes at the mouth of the Huron. The Geddes and Superior Ponds have a great abundance and variety of bird life. Geddes has

been made into a sanctuary by the sewage of Ann Arbor, which has kept every one away. During the past spring the pond has had for about two months nearly two thousand wild ducks and five wild swans. During the past summer there were three American egrets on it, and the Superior Pond had many herons and bittern, grebes, rails, coots and other marsh birds. With the removal of the sewage it is to be expected that boats will begin to appear upon it and it will lose the isolation that has made it a sanctuary. Superior Pond has been almost completely isolated, but with the new park development this isolation will be lost. There are few things that could add more to the attractiveness of the river than an abundance of wild life that is tame enough to be observed.

Beautifying the River. In this area, with its vast population, the river should be almost continuously parked on one or both sides from source to mouth so that the public would always have access to it. The three parks now on the river are overcrowded, especially on week-ends all through the summer months. Yet the facilities in these parks are in a very undeveloped state, and many factors indicate an increased demand. Among these factors may be mentioned the new youth movement, the hostel, the trailer and the thirty or forty hour week.

The Ann Arbor Garden Club has made a good beginning at the beautification of the river itself by planting a water garden of several different varieties and colors of water lilies in a lagoon above Ann Arbor, and by the proposed planting of Egyptian and American lotus in the spring. There are a number of places on the upper river where such plantings would draw sightseers for miles around.

There are from ten to fifteen islands in the river and about an equal number of areas lying between the railroad and the river which offer an opportunity for reforestation or ornamental planting and the development of camp sites, if an increased use of the river should warrant it.

Along the banks there are many clumps of flowering hawthorn and red bud that are great bouquets in the spring, and there are golden rod, joe pie weed and water lilies that are gorgeous in the autumn. Along some of the ponds there are weeping willows that are very appealing, and on others there are pleasing vistas closed by lombardies. The Edison and Ford Companies have set us a good example in landscaping of their power house

sites, and it would be easy to suggest ways by which the shores should be made more beautiful if the riparian owners would cooperate. There can be little doubt that the value of shore sites is in pretty direct proportion to the attractiveness of the body of water.

A Circular Parkway. The seventh objective is a circular parkway covering the valleys of the Huron and the Clinton. This would make the valley both more beautiful and more accessible to the vast population of the area. Judging from what has happened elsewhere, the increase in the value of adjacent property will be greater than the expense.

Publication of a Guide and Plan of the Valley. This involves a booklet of about a hundred pages, with three maps, three auto tours, a canoe trip the length of the river, a plan for a valley parkway, some twenty special studies of valley problems, and many pictures. We believe this guide will make the valley more interesting to the people who live in it, that it will bring visitors and settlers and increase the value of property.

The plan for the improvement of the valley can not be realized at once. The talks made here today will soon be forgotten, but if the ideals brought out are put into a permanent form so that the young people will grow up with them they are very likely to be realized. Their publication is necessary to secure the cooperation of the state and the counties concerned, and it is not unlikely that some of the land needed will be contributed by public spirited citizens as has already happened at Ann Arbor.

A Modern Water Code. The ninth objective, which really includes nearly all of the others, is the securing of a modern code to care for the waters of the state. There have been a number of studies of water resources made by presidential and state commissions during the last two years. While they differ widely, nearly all point out that our water laws are not adjusted to present conditions and do not meet present problems. They are built mostly on navigation and power, but there is not a navigable river, in the commercial sense, in Michigan, and their significance for power has largely gone.

The present law is in the horse and buggy stage. It speaks of a river as navigable if it were used for floating logs in pioneer days. But floating logs have little to do with navigation, and pioneer days are a poor index of the present state

of Michigan's rivers. The law makes no mention of recreation except fishing, although recreation represents at least nine-tenths of the use of all of the waters, and for many people, if summer residents are included, the only use. There is little provision in the present law for constructive improvement of our streams and lakes.

In the State of Michigan there is quite as much ground for a Department of Waters as there is for a Department of Agriculture. These waters, which represent practically the entire resorting and tourist trade, yield a far larger return than does agriculture. Their problems are quite as varied and difficult. The majority of our river problems would be comparatively simple if there were someone in charge with the requisite machinery to do the work. To attempt to revise or modify the present law is like building an addition to a house that is already falling to pieces. The problem, which exists not only for Michigan but for every state, is that of adjusting recreational facilities to a great new leisure with its youth movements, hostels, trailers and love of the out of doors.

The most satisfactory way to meet this problem, I believe, would be to create a Department of Waters in the state government; but the easiest way would be to enlarge the Department of Conservation to cover these new duties. In that case we must have a new definition of public rights in regard to our waters, and the addition to the department of a division of engineers to have the same control over state waters that army engineers exercise over Federal waters.

A Valley Authority. The tenth objective is the organization of some sort of regional cooperation or valley authority. Every river valley is a natural unit as opposed to a county, which is an artificial unit. Every valley has its own essential values that need to be conserved but which will not conserve themselves. Such a valley authority is

found in the Tennessee Valley, and in many of the valleys of Europe.

The Huron is normally clear with attractive shores, a naturally beautiful river. It has no great industries like pulp or sugar mills throwing their wastes into the stream. Most of the improvements suggested are comparatively inexpensive. We have a great gift in this beautiful river lying adjacent to more than two millions of people, and in what it has to offer.

The following resolutions were passed by the Conference:

The Huron River Valley, because of its geographic location and the variety and extent of its resources, offers exceptional opportunities for development for the use and enjoyment of a large urban and rural population and as a demonstration of the potentialities of small river systems elsewhere in Michigan and in other parts of the country. Such development calls for the formulation of a comprehensive plan for the full and coordinated use of the water, forest, wild life, scenic, and other recreational facilities of the valley, including the construction of a parkway and the publication of a valley guide, and would be facilitated by the adoption by the state of a modern water code.

As definite steps toward the adoption and execution of a program of this sort, the conference goes on record as favoring the following action:

1. That the Commission on Highways and Park Trustees in each of the counties, the State Highway Commissioner, and the mayors of the municipalities involved, be asked to improve so far as possible the sections of the valley within their jurisdiction, and to cooperate with each other

in providing a loop parkway through the Huron and Clinton valleys.

2. That the State Department of Conservation be asked to cooperate in making the

(Continued on page 396)



A Recreation Project in Jersey City

LARGEST of all recreation projects in New Jersey, and one of the largest in the entire nation, is Roosevelt Stadium located at Jersey City. This immense structure, costing approximately \$3,000,000, embodies all the latest improvements in stadium engineering. Its plans were based upon the best points included in other great stadiums of the country. Its construction provided employment for more than 2,400 relief workers whose wages were paid by the Works Progress Administration. As part of the city's physical facilities for recreation, the stadium will be of substantial assistance in providing wholesome recreation for its youths.

Roosevelt Stadium is located on the site of the old Jersey City Airport at Droyer's Point and overlooks Newark Bay. By means of hydraulic fill, begun in 1925, the 60-acre site provides an ideal foundation of sand and clay, affording the best possible drainage. Covering an area of eight and one-half acres, the stadium rests solidly on 1,600 tapered, reinforced concrete piles, 55 feet long, with a top diameter of 14 inches. In testing the piles, the required weight of 30 tons were placed on them and the weight increased by degrees at daily intervals until they were bearing a load of 70 tons. During all this time, the piles sank but an eighth of an inch.

The Grandstand

The half-oval grandstand building is 60 feet high with a diameter of 500 feet and a depth of 250. Seats are arranged in two tiers, extending across the bowl and to a depth of 70 feet. The first tier, which will hold 13,000, has a foundation of reinforced concrete. The second, containing 10,000 seats, has a steel foundation.

Because of specially designed truss work and supporting girders, a clear view of the entire playing field is assured from every seat in the covered grandstand. The slender columns, five in number, afford maximum seating capacity. Two bleacher sections curve along the left and right field lines with a combined seating capacity of 18,000 or a total of 41,000 for the entire stadium.

The brick perimeter wall, connecting the left and right field bleacher stands, is 18 feet high and 20 inches thick. If it becomes necessary to enlarge the seating capacity, this wall is constructed

In its vast new stadium Jersey City claims the greatest of New Jersey's WPA projects

to carry the burden of three bleacher sections. These sections will bring the total seating capacity to 75,000, while for boxing shows or other affairs where temporary seats may be placed on the field, the total capacity will be well over 100,000.

Facilities for the press are found on top of the grandstand, directly behind the home plate. The press box, 30 feet long, is constructed of a wooden frame covered with copper. It will accommodate 25 persons. Besides the usual telegraph and telephone connections, there is a booth at one end for radio broadcasting.

On the second floor of the grandstand is the concourse. Off it is a series of rooms utilized for lockers, storerooms, men's and women's rooms, boiler room, emergency lighting, equipment for telephone system, workshop and phone booths.

Other Facilities

Dimensions of the stadium are 800 x 650 feet. The baseball field is laid out so that left and right field walls are 330 feet removed from home plate. An inner fence incloses the outfield, the center field pole being 411 feet away. Without the fence, it would be impossible for a batter to score a home run, as the outer wall is far beyond the range of even the mightiest batters of the present day.

A quarter-mile running track, with 220-yard straightaway, circles the baseball field while such games as soccer and football may be played on the regular turf.

Drainage and Sprinkling

The drainage system and construction of the field is an interesting story in itself. The field was excavated to 12 inches below sub-grade. Crushed rock trenches for the four main drains which run the length of the field, and smaller intersecting lines, were laid in addition to the base for the storm drain which circles the field and ranges in diameter from 6 to 24 inches. There are two outlets from this drain into Newark Bay.

The sprinkling system for the field is a feature enjoyed by no other baseball park in the country

(Continued on page 397)

You Asked for It!

Question: I am supervisor of clubs and other group activities at our community center. When a staff worker says to me, "I'm disgusted. My group just isn't getting anywhere," or a volunteer leader announces, "I'm quitting; leading that club is a waste of my time and theirs"—what can I do to help these leaders analyze their situations before they throw up their hands and leave?

Answer: It seems to me there are two approaches a supervisor may make to a leader who confronts him with this problem. Before discussing these, however, let's eliminate from discussion those groups that literally have been dragged into an organization by their necks to participate in some type of activity that is a special whim of some worker. These groups are artificial, and are kept alive only by some sort of a hypodermic injection, such as an inducement of refreshments every time they get together, or the promise of an outing, or some other false stimulus. They have no reason for being, and we'll have to admit, with their leaders, that they are getting nowhere. This leaves for our discussion then, only those groups that have come together naturally because of some shared interest, and, consequently, under proper leadership ought to be able to gain some definite values from a group experience.

The first approach, and the simpler one, is to those leaders who surprise a supervisor when they announce that they're not accomplishing anything with their group. The element of surprise lies in the fact that the supervisor has noted definite individual growth among the members of the group from the time they began their group experience. His approach to this leader is to attempt to discover the leader's idea of group success. Very often he asks, "What is your idea of a successful group?" Or, "Where do you expect your group to arrive in order to prove they are gaining from their group experience?" Too many times, a leader's answers to these questions indicate that to him a group is successful only when it is constantly having parties, picnics, putting on plays, turning out successful athletic teams, winning trophies, building up an enormous membership, turning out a newspaper, etc. To him success is

marked by statistics which will permit him to say at the end of a season, "My group had fourteen parties, three picnics, published ten newspapers, won a basketball championship, or more than doubled its membership." To him success is mere surface accomplishment which will impress masses. I do not aim to discount activities which a group might carry out. There is real value in activities when they are helping to develop social beings who can think for themselves, make sound evaluations, speak for themselves, and realize that there is soundness to the democratic process when it is truly democratic. These are the things that will mark advancement, accomplishment and success for a group rather than the actual activities. Consequently, the approach to this leader is to give him a better understanding of the intangible values that his group should be gaining from their experiences, for these are the criteria by which he should decide his group's accomplishments.

What are some of these intangible values? If a "bully" who is a member of a group learns that the end result through cooperating with others is much more worth while than what he gains through having others fear him, something of value has been gained. If a shy boy or girl loses timidity, that is accomplishment. If a group of adolescents gets up enough courage to have a first party with members of the opposite sex, and carries through this party with real respect for each other, that is worth while. When a group learns to respect the student or craftsman or artist or musician among its number, as well as the athletic hero, that is attainment. A desire for increased knowledge of civic affairs, an indication of growth of vision through wanting to be of service to a center, a neighborhood, a community; a more sympathetic understanding of a cultural lag between boys and girls of this generation and their parents of an older generation and often of a different culture; an indication of ambition, a

desire to get ahead, and an asking for guidance — all these things, and many more of the same nature, are examples of values by which a leader may judge whether his group is getting anywhere. These intangible things which do not stand out

The important question regarding leadership which has been raised is answered by Sidney J. Lindenberg, Director, Boys' and Men's Work, Neighborhood Center, Philadelphia. Mr. Lindenberg is the author of a number of articles which have appeared in RECREATION.

as actual group activities are marks of success. A leader who gains this understanding of accomplishment through group experience will soon realize that activities are merely a means to an end rather than an end in themselves. It may be said, then, that the approach to the leader who is getting somewhere with his club or class but doesn't realize it, is to help him to a clearer understanding of what he is trying to do.

But now we come to a more difficult problem—that of the leader with whom a supervisor is in complete accord when he says that his group is getting nowhere! True enough, there are instances, and many of them, when the trouble lies within the group. Far more often, however, the trouble lies within the leader. Consequently, the approach to this leader is not, "What's the matter with your group?" but "What's the matter with *you*?" This situation demands skill, tact, and understanding for a supervisor must get this leader to a point where he will analyze his own qualities, recognize his faults and show a willingness to do something about them. Here the supervisor must realize that the leader himself has to reach a stage of personal development where he will not rationalize his mistakes, but will admit them, and try to correct them. No supervisor can work out a leader's problems for him. He must get the leader to the point of working them out for himself.

Here are some examples of underlying causes of failure with individuals, as well as groups, which have come to light when leaders had analyzed their own methods, and which I feel can be corrected only through the approach mentioned.

There are those leaders who say to a supervisor, "I've had my group for several months. I've suggested all kinds of things to them. I told them they ought to have a party, but they didn't agree. I've asked them to turn in material for a club journal, but only one boy brought anything. I spent twenty minutes each meeting for two months telling them about current events, but they never even asked a question." This type of leader goes on at great length telling about what he has tried to make the boys do, but without success. He is the type of immature individual who tries to force his will upon others. He has never learned that leaders in group work should not be dictators. His supervisor recognizes his trouble, but a mere explanation to this leader will not make him feel the supervisor is right, and so change him overnight. This leader must reach the point where he can see for himself wherein he is at fault, hon-

estly believe that he is at fault, and then work through his difficulty in his own way, rather than according to a pattern which the supervisor sets up.

Only in this way can the supervisor help the leader who is handling young adults or adolescents as if they were children. This is the leader who gets great fun out of teasing the boy who is trying to make an impression on certain girls, or the girl who wants to please certain boys. He attempts to mete out punishments on certain offenders against discipline that are practically "spankings," instead of talking things out privately on the basis of an adult talking to a grown-up or soon-to-be adult. He criticizes harshly. He threatens disaster. He runs to parents. In other words, he treats a grown-up much as teacher would handle a child.

Still another common abuse practiced by many leaders in which the supervisor must use the technique of having the leader meet his own shortcomings, is the situation presented by the leader who sincerely believes he is being part of his group and working jointly with them in everything, but who is working against them, in actuality, to the best of his ability and powers of argumentation. The group would like to do certain types of crafts, but the leader has no capabilities along these lines, and is not willing to admit it. He argues that those boys who want to do crafts ought not to use club time, but ought to do their work on the outside; or that it would be too big a drain on the club treasury. The group would like to hike, but he doesn't like to hike, so he argues, and, of course, the boys don't hike. This is the leader who usually carries around all sorts of bibliographies on all kinds of subjects, but never gets past the title of some book on his list. He is the leader who will not call in outsiders to help the boys do things in which they are interested, because he never will take the trouble to find out if he can get such persons to come in. Certainly no supervisor could change this person by merely explaining that he is not using proper methods and ought to change them. Before any change can take place, this leader must begin to doubt his methods, then really doubt them, then admit his faults, and finally work his own way through to some solution.

Another type of leader who gets nowhere is the one who takes up more than half of a group's time talking. He feels it necessary to talk after each club member has spoken, either answering

(Continued on page 398)

WORLD AT PLAY

From Court House to Club Center

THE ninety-five year old court house of Van Buren County at Paw Paw, Michigan, which has been in shabby retirement over thirty years, is now housing the Paw Paw Athletic Club. The village fathers, approached by a representative of the Kiwanis Club were willing to lease the property to the club for a dollar a year. The Kiwanis Club appropriated \$200 and the Athletic Club members, limited to individuals between seventeen and thirty-five years of age, raised an additional \$100. The village gave lighting fixtures and donated the labor of village employees. Electricians donated their services to install electric light and village donations provided books, magazines, a phonograph, piano, radio and games. Today the court house is equipped with three ping pong tables, a game room and a reading room. A new hardwood floor on the second floor, the work on which was done largely by club members, provides an excellent dance floor, a space for handball and volley ball courts, shuffleboard and a small basketball court. The club is open daily from 3:00 P. M. to midnight, and on Saturdays and Sundays from noon until midnight. It has 100 active members who pay dues of \$2.00 a year and 75 associate members, business men interested in the project, who pay \$1.00 a year.

In Commemoration of the Coronation

THE Coronation Planning Committee of Great Britain has initiated a nation-wide movement "for the beautification of our country and the improvement of its amenities, in commemoration of the Coronation." To achieve this purpose the committee will seek to unite in a common effort all the societies and experts best qualified to assist, and will publish a series of pamphlets dealing with the various aspects of planning and planting.

In the Children's Traffic Court

UNIQUE among educational measures designed to promote safety is the traffic court of the Junior Safety Council of Hamtramck, Michigan, where no child of school age has been

killed in over five years. The court system, which operates through the cooperation of the Police Department and the school authorities, has twelve jurisdictions, one for each of the twelve public and parochial schools, and twelve judges with assistants, all of them public school pupils and members of the Junior Safety Council. Jaywalking, disobedience, hitching on motor vehicles and reckless walking are offenses for which written summonses are issued on complaint made by patrol members. At the next weekly session of the court the offender faces his accuser, court attendants, witnesses and His Honor, the judge, in a court room crowded with youthful spectators. When the case has been heard the judge, after a heart-to-heart talk, passes sentence. In most instances the penalty takes the form of an added duty or the temporary withdrawal of a privilege. The most serious penalty is for a boy or girl to be temporarily barred from the schools' recreation grounds.

Five o'Clock Tea Gives Way to Golf

THE "five o'clock golf" movement promoted by the Cincinnati, Ohio, Public Recreation Commission bids fair to become more popular than five o'clock tea with many residents! The reduced prices for play after five o'clock at Avon Fields has led to a 50 per cent increase in play at that time of the day. The Commission reports a 300 per cent increase in tennis facilities since 1932 when there were only thirty courts.

Some Stars of Tomorrow

"A success in every sense of the word" was the general opinion of the more than 2,000 St. Paulites who attended the debut of the city's playground junior symphony orchestra directed by Frank Zdarsky, musical director for radio station WTCN and well known in the Northwest for his achievements in the symphonic field. The group is composed of sixty-five boys and girls from ten to sixteen years of age. Orchestral music played at the debut was interspersed with dancing and marching in the beautiful setting representing a royal court. One feature of the performance was a twelve piece Russian string orches-

tra which played native folk songs. The production was arranged by Mrs. Lorayne Palarine, director of music for the Playgrounds Department, assisted by two staff workers. The orchestra is an outgrowth of the playgrounds' Artists Club whose program of radio broadcasts aroused much interest.

Pittsburgh's Mammoth Swimming 'Pool—With the opening of the North Park pool, Pittsburgh district residents will enjoy one of the country's largest swimming pools. The pool, which accommodates 10,000 bathers, was formally dedicated on July 5th. It was built jointly by Allegheny County and the PWA.

A School Athletic Field in a Small Community—One of the most modernly equipped athletic fields in New York State has been constructed by WPA in the town of Newstead. The school is situated almost in the heart of the village of Akron. The athletic field provides recreation facilities not only for Akron pupils but for children residing in five other small hamlets. More than 1,100 pupils, including 350 Indian boys and girls from the near-by Tonawanda reservation, attend the school. The athletic field project is costing in the neighborhood of \$16,500, of which the federal government contributed approximately \$12,000. So striking is the field with its magnificent shrubbery and foliage that it resembles more the private recreational ground of a large estate than the playground of the ordinary public school. The land occupied by the school and athletic field covers 17 acres. A regulation football field with concrete bleachers, a regulation baseball diamond with bleachers, tennis courts, basketball courts, and a fenced off section containing equipment for gymnastics for the younger pupils are included. Behind the two fields is a two acre park.

New Legislation in New Jersey—The state legislature of New Jersey at its recent session passed a law placing the supervision of all swimming pools and inland bathing areas under the jurisdiction of the State Board of Health.

A Hiking Club—The St. Paul Municipal Hiking Club has a paid membership of sixty-eight men and women. The program consists of an average of three hikes a week, the Tuesday evening hikes averaging three and half miles, the Saturday afternoon hikes, five miles and the Sun-

day afternoon hike, six miles. In other words, three hikes a week or fourteen and a half miles; twelve hikes a month or fifty-eight miles of walking are offered to members. Of course the same people do not hike every time, but a good hiker averages five hikes, or approximately twenty-five miles a month.

Two or three hiking dates a month are given over to special activities such as sleigh rides, dancing, swimming, skating, tobogganing and card parties in season. In addition to offering congenial fellowship at reasonable cost for those who turn to the out-of-doors for healthful and pleasurable recreation, the club adds to the educational background of the individual, for the hikes are planned for their civic and educational interest as well as for their scenic beauty. The club also offers an opportunity for "belonging" to persons who haven't the time, money, or perhaps the inclination, to join other social or fraternal organizations.

Budget Increases—For the coming year the Recreation Department of San Francisco, California, will have an increase in its budget through the increase in the millage from 7 to 7½ mills for recreation purposes. Jacksonville, Florida, will have \$40,000 more for public recreation as the result of the referendum vote increasing the local recreation levy.

Camps for Citizenship—Under the Works Progress Administration of West Virginia, underprivileged, abandoned and delinquent children are given the opportunity for camp life in camps operated by the State Welfare Department in cooperation with WPA. After a period in camp the welfare agencies find desirable permanent homes for these children. Through three centers young girls from poor families are given training in the art of housekeeping and are aided in finding private employment. One hundred girls from poor families in the coal fields are receiving training in civic leadership, household arts and character building at a camp school conducted by the NYA.

Developments in Cedar Rapids, Iowa—The Cedar Rapids Playground Commission last summer continued its program of children's gardens. A special worker was employed for four months to supervise the gardens at ten locations in the city. At the end of the season the children who had taken part in the activity throughout the en-

tire summer were entertained at an outing. The Commission cooperated with the Community House in conducting a day camp one day each week at a farm five miles from the city. Transportation was provided by the Commission and the Community House furnished part of the luncheon. The cost was approximately one dollar apiece for each child.

Bicycle Trips in Akron—During 1936 the Department of Recreation of Akron, Ohio, sponsored three bicycle trips. Boys and girls and adults with their bicycles and lunches were taken on a train to destinations outside the city. They rode back to Akron through the country making short stops for luncheon and rest. As a safety precaution all state roads were patrolled by state police.

High School Pools Opened in Chicago—During July and August the Board of Education of Chicago, Illinois, made available for the free use of young people from ten to eighteen years of age the swimming pools of nineteen high schools. The Board paid the expense of providing free soap and towels and the tempering of the water, and furnished the services of a physical education teacher at each school to have charge of activities between 12:00 and 4:00 P. M. This was the first time the Chicago schools have been opened for such use since the community centers were closed a number of years ago. The Committee of the Recreation Commission on the Wider Use of the School Plant, Lea D. Taylor of the Chicago Commons, chairman, is working to promote further recreational activities by the Board of Education.

The "Neversink News"—Playground papers and magazines are flourishing everywhere. Recently the *Neversink News*, which is issued by the playgrounds of Reading, Pennsylvania, made its appearance. It is a single mimeographed sheet which is sold at one cent. It announces coming events, such as breakfast hikes, paddle tennis tournaments, play nights, folk dancing events and story-telling contests. A particularly novel event advertised was a floating party. Participants were urged to bring corks, peanut shells or anything that will float. From these boats, fish and swans were made and all kinds of races held.

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Elizabeth Dedicates Brophy Field—On July 1st the Recreation Commission of Elizabeth, New Jersey, dedicated Brophy Field, a play area named in honor of Mayor Brophy who has done much to promote the local recreation movement. The area, approximately five acres in size, is located in a section in which the predominating nationalities are Portuguese and Italian. The field contains a shelter house of colonial architecture with a large center room and fireplace for all-year use. There are lavatories, a storeroom, and an office for the director. The shelter house was a WPA project toward which the city contributed \$3,200.

On the area are two excellent green colored, cold top tennis courts and two handball courts. The backstops for the tennis courts are stripped cedar poles instead of galvanized iron pipe. Other facilities are regulation horseshoe courts, an exceptionally large softball diamond, and a children's playground.

Recreation Through WPA—A report from the Works Progress Administration at Washington states that this summer millions of people found relief from the summer heat in swimming



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pools, parks, playgrounds and other recreational facilities provided by project workers of the WPA through public improvement representing nearly \$500,000,000, with the cooperation of local governmental agencies. According to Administrator Harry Hopkins, more than 11,000 individual recreational projects have been launched. In carrying out this construction employment has been provided for more than 200,000 needy persons. The report lists 348 swimming pools, 81 bathing beaches, 3,305 playgrounds and athletic fields, 3,594 parks, 2,301 social and recreational buildings, and 1,515 other recreational facilities.

A Boys' Club in Wilkes-Barre—Under the auspices of the Playground and Recreation Association of Wyoming Valley and at the suggestion of Mayor Loveland of Wilkes-Barre, Pennsylvania, in January 1937 the Anchor Boys' Club was organized. There are seventy-five boys in the club and their headquarters is a garage in a congested area. The WPA of Luzerne County supplies the services of a director, a boxing instructor and a carpenter. The club is issuing a paper nam-

ed *The Lighthouse* and here the doings of the club are recorded.

Water Polo in Portland—Water polo teams were a new addition to the swimming tank activities conducted last summer under the auspices of the Portland, Oregon, Bureau of Parks. Several of the pools organized teams and held a tournament. The opening three weeks of the swimming pools were devoted to a learn-to-swim campaign conducted by all seven of the city's free tanks. An average of 1,000 persons each day received instruction under the leadership of the Bureau of Parks.

All-Playground Days in Portland—Last summer a number of all-playground days were held in Portland, Oregon. First came the girls' folk festival, followed by the boys' sports carnival taking the form of a junior Olympics. There was a girls' sports day at which play-offs in handball, volley ball and softball took place. Other popular events were a "swimathon" for winners in the local tank meets for city championships and a playground circus put on by the boys.

Happenings on the Portland Playgrounds—Softball led last summer in the number of participants in playground activities in Portland, Oregon, with ninety men's teams, ninety-nine junior and boys' teams, and nine women's and ten girls' teams. Three fields were lighted for night play. Tennis, too, is a popular activity and last summer a tennis league was organized with players entered from all playgrounds. The city has fifty-seven tennis courts, sixteen of which are lighted.

In the handcraft classes for boys many games were made during the season for home and playground use. Table games led in popularity. The girls' and women's classes made carved plaster of Paris plaques and trays of ply wood, painted and finished with rope or reed.

The "Architectural Record" Promotes Recreation—"Building Types" is the title of a reprint from the *Architectural Record* which is focused on community recreation. The editors have taken from various issues of the *Record* material having to do with recreation and brought it together in a pamphlet for free distribution to selected individuals interested in recreation. There are articles on "Planning for Recreation," by George D. Butler; "The Architecture of Leisure," by Oscar Fisher; "Requirements for Communi-

ties"; "Demonstration Parks in the Tennessee Valley," by Earle S. Draper; "Sports-Plans and Equipment" (Working Drawings); "Surfacing Play Areas"; "Floodlighting for Sports," and "Leisure Demands More Recreational Facilities," by L. Seth Schnitman. There is also a bibliography on Leisure and Its Significance. This practical publication has been issued by the F. W. Dodge Corporation, New York City.

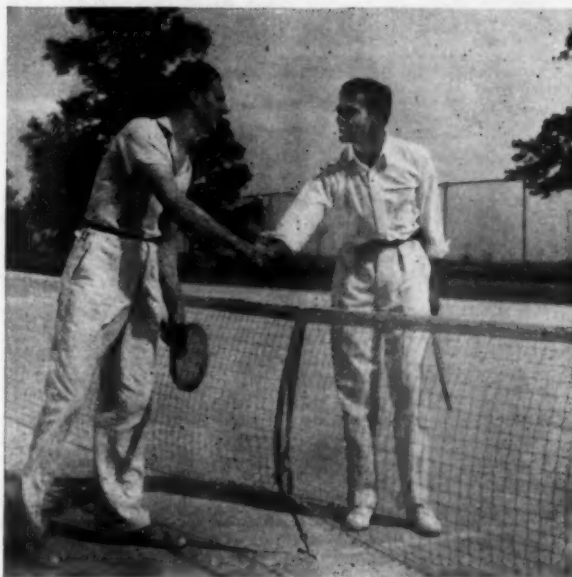
Picnics for Detroit Children—Last summer the Kiwanis Clubs of Detroit, Michigan, in cooperation with the Department of Recreation, continued their program of picnics for the underprivileged children. All the Kiwanis Clubs of the city contributed to this day picnic fund which meets the expenses of busses to transport the children four days a week to and from Belle Isle Park, of luncheons and other items. The Recreation Department assigned one of its regular staff members and two WPA recreation leaders to take charge of the event. The children are all taken from the poorer sections of the city and their names are suggested by the Department of Public Welfare and other relief agencies.

The picnickers assemble at 8:45 A. M., are taken to Belle Isle Park and return to the meeting stations at 4:30 P. M. During the day they enjoy a program of games, swimming and activities of various kinds.

Dancing in Peoria Parks—Free dancing was provided last summer one evening a week in one of the parks of Peoria, Illinois. Through this method dances were held in each park two or three times during the summer. Canvas was spread on the ground for dancing at parks where pavilions were not available.

Disused Churchyards As Playgrounds—The July 1937 issue of *Playing Fields*, the organ of the National Playing Fields Association of Great Britain, reports that the Chancellor of London, sitting in the London Consistory Court, has allowed an application of the London County Council and the Rector and Church wardens of the Parish of St. Dunstan's, Stepney, to fence off and utilize part of the disused churchyard attached to the church for use as a children's playground and gymnasium. "In congested areas," states the article telling of the action, "the long disused burial grounds might often with advantage be laid out as Open Spaces; in London proper in view of the

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Chancellor's decision they may now also be utilized as sites for children's play centers for which there is an insistent demand in order to keep the children relatively safe from the increasing perils of the roads. Nowadays public opinion is not likely to be outraged by the conversion of what are often the untidy and neglected sites of former cemeteries into spaces intended to bring into the drab lives of the little children some measure of innocent enjoyment."

Developing High School Grounds — Fifteen acres of ground surrounding the high school now under construction for the Madeira School District at Madeira, Ohio, are being landscaped as a recreational park for educational and recreational activities. One of the principal features of the plan is an outdoor theater on a naturally wooded hillside where the audience will be separated from the stage by a moat created through a series of check dams. Trails and bridges will be laid throughout the grounds and an artificial pond for ice skating will be constructed. A botanical garden, nature trail and arboretum will provide opportunity for botany classes to study plants in their natural habitat. Included in the plans are

also a baseball diamond, tennis courts, handball courts, a quarter-mile cinder track and picnic areas with shelter houses and fireplaces. — From *The Nation's Schools*.

Tree Planting — The March issue of *Our Parks*, published by the Union County, New Jersey, Park Commission, urges the planting of a memorial tree or a grove of trees as a fitting way of participating in the sesquicentennial observance of the adoption of the Constitution of the United States. In 1932, thirty Union County organizations participated in the first community tree planting in the United States during the George Washington bicentennial celebration by planting a grove of oak trees in Warinanco Park.

Recreation in Nebraska — A bill has been introduced in the Nebraska legislature which would allow communities, by a referendum vote, a levy up to a quarter of a mill for a public recreation fund to be spent by a joint committee from the city government and the Board of Education.

A National Folk Festival — The rich heritage of America was seen and heard at Orchestra Hall, Chicago, when from May 22-28 hundreds of groups and thousands of individuals took part in the Fourth Annual National Folk Festival held under the auspices of the Adult Education Council. Dr. Phillip L. Seman, General Director of the Jewish People's Institute, was chairman of the Citizens' Committee and Sarah Gertrude Knott was director. The program included the presentation of folk music, folk plays, folk dances, legends and superstitions. Ballads, folk songs, sea chanteys, river songs, Indian songs, spirituals, performances on instruments of all kinds and instrumental presentations by groups were heard every day during this unique program. There were exhibits of the distinctly American arts and crafts still being made in numerous parts of the United States. Weaving, sewing and other folk arts and crafts were demonstrated.

Recreation and the Social Integration of the Individual

(Continued from page 342)

For the law only a beginning has been made—but even here there is increasing interest in the delinquent rather than the delinquency—in the criminal rather than the crime.

This evidence of an emerging interest in what

the whole social structure means to and does to the individual appears at every hand. If we move toward an individual-centered culture it will be but slowly. I discuss its possibility this evening because for me it holds the only hope that recreation and social integration can develop together.

One more word as to an individual-centered culture. It is not a culture of chaos and anarchy. The children of the fifth grade in school may be just as regimented as they ever were in the most properly traditional of any school of the past. My point is that if this is to be true, it will be because this has been found to be what the personality at that time needs to experience—not because the school needs to have quiet and well-behaved pupils. We may go back to as orthodox a set of beliefs as we have ever had, but unless I am very much mistaken this will be because the individual must have that sort of experience—it will not be because that is what God needs but because that is what people need.

Recreation and Social Integration

Now I think that I am ready to try to bring together recreation and social integration. Society will make an effort to develop integration. It has always done so—and necessarily, because people need to have this scale upon which they can measure all that they are and do. Indeed I feel very sure that much of what you see in Germany, Italy and Russia is this panicky rush to the safety of a highly integrated culture. In a state-centered culture there is a sort of common coin of meaning just as in trade you have a universal measure of value in gold or silver or other coin.

Now it lies very much in your hands—and in the hands of a very few other groups such as yours—as to whether the social integration towards which America moves will be on the basis of the individual's needs and growth, or on the basis of the strength of some social institution.

Choose which you wish:—

You can develop the attitudes of people or set down upon them ever more highly polished techniques. The latter is more inviting because it involves organization and the structure of an institution. In the former, however, lies the only lasting sort of individual development.

You can give to people something of the richness that comes in doing things or you can sell your program to society in the form of "results." Society will pay you well for results because it is of this stuff that it builds its own integrations.

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You can develop the rhythms of persons or you can follow the path of history towards disintegrating people through imposing rhythms upon them. Once more the invitation—and indeed the imperious call—of those in power, of those who employ you, is that of imposing rhythms. Social integration around any other core of meaning than that of an individual-centered core I am quite sure is not lasting, but it rings of those things which those in power want and need.

You can build your organizations and set up your games and activities so that here again America can escape into reality. The other side of the picture is difficult and has in it only long hard work and little reward. You do not stand at a crossroads, your choice here is not one just for 1937. The struggle against social integration, the struggle against results, the struggle against measuring everything by what we make rather than by what we are—this is a struggle of the next 10 and 20 and 30 years.

To give up this side—to choose as America would want you to choose—to build ever more magnificent programs of recreation—all of this will bring you rewards in the coin of the realm and bring these rewards plentifully because one of the great fads and cries today is for "recreation." But it will be, just the same, selling your birthright for a mess of pottage.

For a Hallowe'en Carnival

(Continued from page 344)

3. **Feed the Cat.** Cut a hole in a large carton to make the mouth of a cat, and with crayon paint or paper fix the box up to resemble a cat's head. Toss bean bags from a distance.



Edward E. Loomis

In 1916 Edward E. Loomis first became a director of the National Recreation Association. Mr. Loomis came into the work at the request of his personal friend, Henry P. Davison, then Vice-President of the Association.

From that time on Mr. Loomis placed his knowledge of investments, his knowledge of men, his experience in public affairs at the disposal of the Association and was generous in his use of time for the society. For many years he served as a member of the Investment Committee. He was courageous and outspoken, loyal and always ready to give his best thought to the problems of the movement he had agreed to serve. In the passing of Mr. Loomis the Association has lost a devoted friend.

4. **Witch Hunting.** Dress up ten pins or soda bottles to resemble witches. Toss rubber jar rings at them. A "ringer" is a caught witch.

5. **Pumpkin Snap.** On a table chalk out a scoreboard like that of a shuffleboard court. With the thumb and forefinger snap discs (checker size) cut from a broom handle and painted orange, at the scoreboard.

6. **Casting Spells.** Throw suction darts at a board

decorated with various fortunes. Each fortune may be numbered and keyed out on a card; the better the fortune, the higher the number. Let each cast his own spell for himself.

7. **Pumpkin Bounce.** Bounce a jack ball into a muffin tin set tilted up a little and braced with books against the wall. There is a numbered orange pumpkin in the bottom of each pocket. Let each person bounce three balls.

"Love Potion"

A love potion is sold at the refreshment booth where, for a special gold piece of money, a "vial" of punch or coffee may be had. Perhaps the wedding ring (doughnut) goes with it, perhaps not, depending on the treasury.

The Witching Hour

When the time arrives for the party to come to an end, someone crows like a cock, as loudly as he can, and all the "concessionaires" start up a mournful howling and close up shop, for all good ghosts and Hallowe'en spirits must fly when dawn comes and the cock crows.

Bibliography

- Fun for Hallowe'en*\$.25
Contains a party, ghost story and two skits.
Hallowe'en Gambols by Marion Holbrook.....\$.10
A short play in which Mephistopheles, ghosts, goblins, Jack o'Lanterns and witches order an International Dance Festival for their entertainment.
We Celebrate Hallowe'en\$.25
A party in the September, 1936, issue of RECREATION.
Progressive Games\$.25
Games for Progressive Parties.
Parties for Special Days of the Year, by Ethel Bowers.
One of the parties outlined is for Hallowe'en.....\$.50
NOTE: All the material listed may be secured from the National Recreation Association.

Time to Kill

(Continued from page 348)

gist and politician to get together and distribute our work and leisure equitably, and supply our workers with a greater measure of security and better wages, we should begin to think and plan for the leisure which will be ours tomorrow. Leisure is the best part of life. Our workers who are now becoming the recipients of its bounties need communal guidance. We dare not fail them.

Developing Clubs in Community Centers

(Continued from page 355)

prove helpful to the club leader. Any one, or a combination of a number of them used as a weekly highlight should prove interesting and challenging. This is only suggestive.

Puzzles and Problems. A crossword or jig saw puzzle will often occupy several boys on this project. Magic and tricks are also fascinating to boys. There are stores supplying this material.

Quiet Games played around a table.

Talks by

- Club leader, member, or an outsider, on travel, sights seen during vacation, etc.
- Specialists such as engineers, bankers, policemen, firemen, teachers or lawyers. Allow for plenty of discussion and opportunities for questions. Care must be taken to invite only those people who can cram in plenty of stories, incidents and humor.
- An athlete or coach to talk on the sport in which he is most interested.
- Boys, on something interesting seen during the week or found in newspaper articles.

Debates. Subjects generally suggested by the boys and those chosen which are within the range of their understanding and interest. These debates may be held within club or club against club.

Stories. They may be told by the leader or an outsider, but always by someone who knows how to tell a story. A story may be told up to the climax and then each boy allowed to finish it in his own way. The story has been used as the introduction to dramatics. (Story dramatization.) The telling of personal adventure stories is interesting.

Dramatics. Short dramatic sketches and impersonations copied from stunts at camp or from a book, charades, spontaneous and improvised material are suggested.

Songs.

Poetry and Club Newspaper. Original poems and limericks. Some boys are clever in making up original poems about their club, about individual members, or about incidents known to all. Parodies come very easily to many boys. This may be used as part of the music program. All this can be the start of a club publication.

Hobbies, Collections and Exhibits of these for parents. These are sometimes carried on by the entire group in the establishment of a "museum" or "gallery" of pictures or autographs; or they may be pursued by individuals in activities such as stamps or coin collecting.

Stunts. Physical activities are always interesting to boys.

Books.

Small Group Games.

Programs commemorating our national holidays.

Trips to places of interest in the city.

Parties and Socials such as father and son banquets, mother and daughter banquets and parents' night.

Club Rallies where every club has an opportunity to contribute toward the evening's program.

The Square Dance—A Social Recreation Aid

(Continued from page 363)

"Had couple out to the right and circle four."

Head couple lead out to the second couple and walk once around.

"Leave that gent and circle three."

Second gentleman drops out of the circle and stands at his station.

"Leave that lady and circle four."

The second lady drops out and stands at station number three as the head couple join hands with the third couple and circle.

"Leave that gent and circle three."

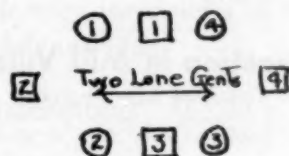
Third gentleman drops out and stands beside the second lady.

"Leave that lady and circle four."

Third lady drops out and stands with partner and second lady at station number three. Third gentleman puts arms about the ladies' waists and they around his.

"Leave that gent and then go home."

Head gentleman takes his own partner and fourth lady to his station, and places arms about their waists as the fourth gentleman stands alone at his position as is the second gentleman. The set looks like this at this point:



"Two lone gents dos a dos."

Two gentlemen without partners pass right shoulders and back home.

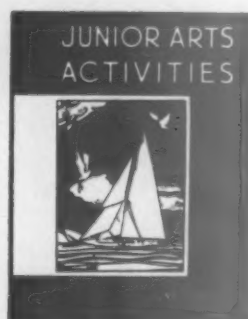
"Three's to the center and back."

Three's walk to the center, bow and retreat.

"Three's to the center and cross over."

Three's walk forward and cross over to opposite places passing to the right.

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"Two lone gents dos a dos."

Two lone gentlemen walk forward passing right shoulders and back.

"Three's to the center and back."

Repeat same call as above.

"Three's to the center and cross over."

Repeat same call as above; bring everyone back home.

"Corner left partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

Second, third and fourth couple repeat all calls in their proper order.

Recreation in Mill Villages

(Continued from page 364)

A Girls' Hobby Club was organized, which meets twice a week. With sewing, rug-making, quilting and flower making, all types of handwork and simple crafts are now taught. Music, simple dramatics, elementary drawing and crafts are given children of school age.

The program is only five months old, but through recreation changes and developments have come about in the lives of these young people. No large crowds attend the center, but life

has become happier for those who have come under the influence of the program, and its drabness has been greatly relieved.

"It's Thar, Effen You Know How to Git It"

(Continued from page 367)

expense of the scholastic bandmen who participate in the event.

This is a general summary of the Wheeling area music situation as it now exists—very much "up and doing." Two statements made by Dr. Hollis Dann, eminent music educator and choral authority, in the course of a recent visit to Wheeling are significant. Dr. Dann said: "In my opinion Wheeling district has established better machinery for the development of community music than any other area of which I know in the United States. Musical accomplishments and plans for Wheeling District seem more comprehensive than those of which I have heard in other parts of the country."

Good Times in "Ag Alley"

(Continued from page 368)

to a senior boy in Agriculture, and to a senior girl in Home Economics, the Vivian Award. This award is made for accomplishments in the activities of the college as well as class room work. The students are recognized for their leadership abilities. This, however, is not by any means the whole of the evening's entertainment. There is usually a guest speaker, speaking upon a subject related to Agriculture. Members of the various faculties have a word to say. After the banquet there is an informal dance. However, various forms of mixers are introduced so that no one has a chance to say he couldn't meet others from his college.

The Assembly and Other Programs

Once during the school year there is an Ag Assembly program. The faculty cooperates with the All Ag Council in planning the lecture program which is varied from year to year. This program usually comes in the early evening of a week night.

Besides these prominent affairs planned to help the students get acquainted, the various clubs plan open meetings which they invite others to attend. Often there is a party planned jointly by committees from several clubs. Roller skating parties have recently become a popular method of presenting an evening's entertainment and at the

same time raising money for the organization. This also is often a joint project.

Dramatics have not been neglected in the program, for there is an Ag Dramatics Society which works in cooperation with other organizations, University Grange 1620, in particular. This group presents one-act plays and studies dramatic productions.

For all those interested in writing there is the *Ag Student* magazine which is published once a month and always asking for news hounds. Articles may be submitted any time on any subject related to any type of work being carried on in any department of the College of Agriculture.

Farmer's Week

Farmer's Week is the busiest week of the whole school year for Ag Alley. There are displays to be taken care of by each organization. Besides putting up the displays in the various departments, many groups sponsor lunch stands where visiting farmers can get their lunches. This, however, does not keep the energetic students from finding time to crash the square dances and other entertainment offered the visitors. In fact this is considered the "biggest" week of fun the winter quarter.

At the Portola Recreation Center

(Continued from page 372)

Rules and Regulations. We require very few rules and regulations because of the great range in age of the groups. Smoking is permitted by adults on various occasions, but an effort is made to reduce smoking to a minimum.

We have found it wise to require each club to maintain a checking account. This teaches the members the importance of adequate financing and how to use bank facilities and keep books in which the adviser and the treasurer are co-signers. Each club is held liable for the furnishings in the club rooms to which it is assigned. In this way vandalism is kept at a minimum.

Camps and Outings

For several years the center has opened a camp for the boys and girls of the district. Last year 120 boys and girls were able to spend ten days in the out of doors through the assistance of various organizations, individuals and firms. We were able to keep expenses at \$6.00 per camper for the ten-day period. This covered food, lodging, transportation, medical supplies and other expenses.

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provides material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson outlines, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

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In our camp program we have endeavored to keep to the primitive, giving the boys and girls a chance to use their ingenuity in developing and creating their own entertainment and in helping with the operation of the kitchen.

Many outings and trips to various points of interest are conducted regularly. During the summer a very extensive summer program is organized to care for the needs of the boys and girls who are not able to leave the city.

Neighborhood Contacts

The director is assigned to meet with each of the PTA units in the district, thus keeping the units in contact with the activities of the center.

"Never Too Old to Play"

(Continued from page 375)

women need food for their souls and their brains as well as for their bodies, and that self-expression is vital if the individual is to take his part as a real factor in community life.

The Adult Recreation Project was inaugurated to fill a community need and a human need. In the two years of its existence, it has developed into a well-defined movement surprising even those who were present at its birth and knew the pangs and discouragements of its early existence.

I should like to stress one thing which is of utmost importance to me in all plans and programs for recreation on a community basis—or, for that matter, on any other basis. This is that no effort will ever be made to *make* people enjoy themselves in any program in which I am interested. This may sound superfluous and even ridiculous. But perhaps you have seen children being led to play in some playground like "sheep to the slaughter." The very admonition—"Now children, come and play"—is enough in itself to make the children want to do anything but play.

Of course the first essential of recreation is that it must be spontaneous. People must want to do things and go places. They must have a leaning towards some avocational pursuit. The desire to sing or act or paint, hike or play tennis must be a part of their very beings. It may be a suppressed part, or a latent and unknown part, but it must be there.

The only thing that a program can do is to give the opportunity and provide facilities for carrying out people's own desires. This is what we have been trying to accomplish in the Adult Recreation Project. For this reason it is organized along

community lines. For this purpose we have asked local citizens to be responsible for it. We realize that it must grow from the ground up and not be superimposed upon a community by outsiders who think they know what people want to do, or who believe maps, charts, studies and statistics can take the place of the real "trial by error" plan of letting them manage their own play in their own way.

If it were not for the fact that this principle has been stressed in the organization of this program, it would not have met with the success that it has in Boston. The community spirit so obviously shown in all events and contests of the project is not a bi-product or an outgrowth. It is its very foundation.

A Traveling Museum

(Continued from page 376)

ural setting for the specimen to be displayed. All the classes may assemble information about the various specimens and assist in interpreting that information on the changeable grade level cards.

It is believed that the traveling museum will assist in the conservation of many wild birds and animals because it will remove the necessity for each individual science classroom killing specimens for study.

The expense of building the museum is being met by memberships of ten cents each in the Junior Zoological Society.

NOTE: Taken from an article by Hugh S. Davis, Director of Zoological Garden and Conservation, Tulsa Park Department.

A Plan for the Improvement of Hudson Valley

(Continued from page 381)

Huron a model valley through the full development of the plant, animal, scenic and other resources that come within the range of its responsibilities.

3. That the Governor be asked to arrange, either through the State Planning Commission or a specially appointed Commission, for the preparation, for consideration by the Legislature, of a water code adapted to modern conditions and designed to assure the best possible use of the waters of the state.

4. That the State Planning Commission be asked to recognize the unit development of individual river valleys as an important element in land-use planning, and to cooperate in every way

practicable in the development of the Huron Valley.

5. That the cities of Ypsilanti and Flat Rock be urged to provide sanitary sewage disposal at the earliest possible moment.

6. That the members of the conference be requested to report back to the organizations which they represent on the proceedings and recommendations of the conference, and to urge their cooperation in the carrying out of these recommendations.

7. That the chairman of the conference be requested to appoint at this time a Huron Valley Committee of seven members, with power to effect such subsequent change in composition or number as may seem to them wise, for the purpose of formulating and forwarding the execution of a coordinated plan for the development, improvement and utilization of the resources of the valley in the best interests both of their owners and the general public.

These resolutions were signed by Samuel T. Dana, Chairman; John Z. Gault, Joseph C. Hooper, Henry E. Riggs and Harold D. Smith.

A Recreation Project in Jersey City

(Continued from page 382)

and by very few golf courses, according to Hugh Clarke, city developing engineer. The equivalent of one-inch rainfall can be obtained within one hour, and a precipitation as heavy as this will drain off within an hour.

Piping for the sprinkler system, telephone conduits and electric lines completed the underground work. The rock trenches, containing 5,000 feet of agricultural tile with open joints over which bronze mesh was laid, were built up to sub-grade.

Surfacing

The field was then filled in. Three inches of cinders, loosely packed, were spread, over which a six-inch layer of loose, clean soil and an additional six inches of first class top soil brought the field up to two inches of the necessary level. In sodding, 300,000 square feet of sod was used. Over this was thrown grass seed, peat moss and dried sheep manure.

The skinned part of the baseball diamond, or base paths, was treated differently. Here, eight inches of cinders and five inches of specially prepared top soil and clay provide a hard, smooth surface.

In the middle of the field, sunken beneath the

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"Should be read and pondered by every would-be intelligent parent who has a child to educate. You review pithily the most invigorating and thought-provoking matter bearing on human problems that has come out in the course of the past year. You deserve high praise for transforming what might seem a commercial venture into a cultural event." *E. A. Ross, Emeritus Professor of Sociology, Univ. of Wisconsin.*

A BRIEF SCHOOL GUIDE

Lists and classifies by type and locality the more important Boarding Schools and Junior Colleges—Boys, Girls, Coeducational. 2d edition, 1937, 132 pages, 700 schools, 14 maps, 97 illustrations, cover in color. SINGLE COPY 25 CENTS.

Write for Table of Contents

PORTER SARGENT, 11 Beacon St., Boston

sod, is a concrete box, 15 feet square. In it are electric light boxes and telephone lines so that in the event of a large pageant or demonstration, the sod may be lifted and all facilities found at hand.

Two scoreboards, 50 x 30, raised on steel props, are located at the ends of the bleacher sections. The baseball scoreboard is just beyond the end of the left field line and the football board in right field. Orange lettering and numerals against a black background will be visible from any section of the stadium proper.

Twelve acres immediately surrounding the stadium are allocated to parkways and driveways. The road is 50 feet wide and circles the stadium, running some 500 feet out to the highway. In all, 8,000 cubic yards of concrete went into the making of this road.

All entrances, except those facing the highway, are fitted with roll-type steel doors. There are twenty of these. Five ornamental wooden gates, facing the highway, are six inches thick, made of yellow pine and cypress, and weigh six tons each.

Underground tunnels lead from the dugouts to the shower and locker rooms. The dugouts are 25 feet long, insulated and covered with copper.

Terrazzo flooring is to be found on the first

floor and concourse, in the toilets, lockers, showers and corridors. In all there are 25,000 square feet of this material. Pennsylvania and Tennessee marble was used exclusively.

For heating purposes, there is a boiler of 25,000 feet capacity, fired by oil, serving a one-pipe steam heat system. Three built-in heaters provide hot water almost instantaneously.

The stadium will be adequately lighted for use at night. Eight steel towers, 120 feet high and weighing 12 tons each, are placed at advantageous points around the field. It is claimed that the system is superior to that at the Polo Grounds in New York, which is said to be one of the best in the country.

One of the interesting points connected with the project is the fact that all copper forms, ornamental work, lettering, wooden frames and welding, were made right on the job with machinery purchased or hired for the purpose.

Included in the plans for further development of the site are provisions for a swimming pool, handball courts, quoit lanes and tennis courts. The city will operate the stadium and collect all revenues.

You Asked for It!

(Continued from page 384)

an implied question, or arguing down something the boy had to say. This is the leader who, as a rule, is very ineffective in expressing himself. He bores his group, wastes time, and really gets nowhere. Usually the only cure for this leader's ailment is to relieve him of his duties. However, if anything will work a cure, it is the approach mentioned in the other examples given.

There are many other abuses in group work, but the examples cited should be sufficient to indicate my idea of an approach to leaders with whom supervisors are in agreement when they claim they do not have a worthwhile or successful group.

Let us hope that the future will find supervisors preparing leaders to understand the aims and intangible values to be gained through group experience before turning groups over to them, and that it will bring to supervisors the essential understanding that leaders can be helped to meet, face, and work through their own difficulties through a supervisory experience that offers guidance but, at the same time, leaves a leader free to work out his own problems.

New Publications in the Leisure Time Field

Another Here and Now Story Book

Edited by Lucy Sprague Mitchell and Co-Authors. E. P. Dutton and Company, Inc., New York. \$2.00.

THE FIRST *Here and Now Story Book*, published in 1921, has been supplemented by a second delightful volume. This is not only a collection of stories but is also a valuable study of child growth. Prefacing each story is an outline based on research of the growth level achieved by the average child of the age for which the story is intended—a word picture of the child in action. There are stories for two, three, four, five and six year old children.

How to Interpret Social Work

By Helen Cody Baker and Mary S. Routzahn, Russell Sage Foundation, New York City. \$1.00.

SUCCESSFUL EDUCATIONAL publicity cannot be based on guess work. It is a matter of careful planning, study and strategy. It has its techniques. This being so, the study course "How to Interpret Social Work" will prove a boon to anyone undertaking publicity for recreation, social work or other types of civic effort. Treating the A, B, C's of interpretation the course is designed for groups gathered under local leadership, for informal study, for institutes and individuals. Twelve lessons are outlined under the following headings: Telling Our Story by the Spoken Word; Telling Our Story by the Written Word; Telling Our Story in Pictures; Planning Interpretation; Interpretation—A Shared Responsibility.

Each lesson contains a brief statement of methods, examples for discussion and a series of questions based on the examples. The introduction presents a valuable analysis of the various "publics" to whom publicity is addressed. The study concludes with an excellent group of reading references. (Review by *Weaver Pangburn*.)

Swimming for Everyone

By H. G. Whitford. Bruce Humphries, Inc., 306 Stuart Street, Boston, Mass. \$75.

A COACH'S HANDBOOK, a swimmer's or would-be swimmer's guide and a pool operator's friend is this inexpensive book whose purpose it is to stimulate interest in swimming for everyone, especially in those cases where swimming has not as yet established itself widely in the community. There are suggestions for teaching beginners, for advanced swimming, fancy diving and life-saving, and the general promotion of swimming is discussed. One chapter is devoted to swimming hygiene.

Shakespeare Gardens

By Annie Burnham Carter. Dorrance & Company, Philadelphia, Pennsylvania. \$1.25.

THERE ARE a few cities in the United States fortunate enough to have Shakespeare gardens which serve the purpose of bringing together the flowers grown in Eng-

land in the 16th and 17th centuries and of showing the fashions in the horticulture of that period. In this book Mrs. Carter describes the old English gardens, flowers, and herbs of the Shakespearian era and lists them by both their common and botanical names. She also describes more than fifty plants, wild and cultivated, to which Shakespeare referred in his plays and sonnets.

Children in Action

Dodge Publishing Company, 116 East 16th Street, New York City. \$2.50.

THIS BOOK is a story without words. It is made up of a series of beautiful photographs of children which are a delight to see. The unstudied poses and fleeting expressions which the camera has caught make the book a truly human document.

Tap It

By Shiela O'Gara. Music by Elizabeth Baker Long. A. S. Barnes and Company, New York City. \$2.00.

"FEW TYPES OF RECREATION," says Helen Frost in her introduction, "have won the very general popularity of the modern tap dance. It has gayety, pace, humor and irresistible rhythm; moreover tap dancing affords excellent physical exercise." The book presents the dances in the order of their difficulty beginning with "Practice Patterns" and leading up through the "Nursery Rhyme Clog" to "Heel-Toe-Tap" and other variations. Music is included.

Life Saving and Water Safety

Prepared by the American Red Cross. P. Blakiston's Son & Co., Inc., Philadelphia. \$60.

SAFETY IN SWIMMING is the theme of this book which tells when and where to swim in safety, the kind of equipment to have, preventive measures, and methods of rescuing and resuscitating swimmers and others who have gotten into difficulties.

New Light on Delinquency and Its Treatment

William Healy, M.D. and Augusta F. Bronner, Ph.D. Judge Baker Guidance Center, Boston. Yale University Press. \$2.00.

THE INSTITUTE OF HUMAN RELATIONS of Yale University has added a significant contribution to the field of delinquency studies by its publication of this volume. In spite of all the research and study in this field, the problem of delinquency is about where it has been for some time. Court and probation methods have been largely ineffectual. Special agencies designed to operate in this field have not accomplished what was anticipated. The authors of this book therefore seek a new approach

to the whole problem. Instead of studying the delinquent as an individual, the study is based on the family from which the individual comes. The significance of delinquency, they say, lies in the fact that it is a form of behavior which is a part of the stream of life activities, and has as much meaning for the delinquent as socially approved conduct has for more normal persons. The origins of delinquency represent the expression of desires and urges which are otherwise unsatisfied—for the onlooker this is misconduct; for the offender it is just as much a response to inner drives and inner stimuli as any other kind of conduct. The terminology of delinquency, larceny, truancy, etc., are mere descriptions of behavior which do not in the least indicate what is expressed by the offender in the delinquent act. The naming of the offense reveals nothing of those things that determine the nature of the act.

Delinquency clearly is based on thwarting of basic desires for ego, and affectional satisfaction, desire for security in the family, desire for acceptance by some person or group, recognition. When these desires are not satisfied in the home or environment, delinquent forms of conduct offer compensation. Such forms are not rationally chosen but are used because the ideas lie readily at hand.

While most other authors center their study and proposed method on the delinquent, the basis for study here is in the family. The fact that 48 per cent of the delinquent cases studied began *at or before eight* years of age and that the modal age was twelve to fourteen years indicates clearly where the formative influences lie. Startling are the findings of one special group studied, setting delinquents in a family in comparison with non-delinquents in the same family:

Twice as many delinquents as controls (i.e. the non-delinquents) had been related to clubs, in settlements, churches or other organizations—this is not surprising since the delinquents are more active and outgoing; more delinquents than controls were active in sports; more delinquents than controls were eager readers—both groups read about the same kind of material; almost as many delinquents as non-delinquents were regular attendants at Church and Sunday School.

Treatment of delinquents centered on both the offender and family, helping the individual to meet the cause of his trouble and modifying the factors of family life which are responsible.

Housing Management: Principles and Practices.

By Beatrice Greenfield Rosahn and Abraham Goldfield. Covici Friede, Inc., New York. \$4.00.

Housing management, interpreted to mean the administration of a housing development so that it becomes a living community rather than a mass of bricks and mortar in which people are sheltered, is carefully and thoroughly discussed in this volume by people well qualified to give information on this subject. In addition to chapters on all the practical problems of administration involved, there are sections on Recreation for Children and Adults and Housing and Family Life which have much to offer those who believe that publicly financed housing must assure a maximum social return to the community.

Some Animals and Their Homes.

By Mary Geisler Phillips and Julia McNair Wright. D. C. Heath and Company, Boston. \$64.

This is the first of a series of four books for boys and girls dealing with natural science which are designed to cover in a general way all of the life forms, as well as to give the pupil an understanding of the origin and development of life on the earth. In Book I, the principal aim has been to arouse the interest of the pupil in a few of

the common forms of land and seashore life, and to introduce some of the broad scientific principles involved in a study of these forms.

Insect People.

By Eleanor King and Wellmer Pessels. Harper and Brothers, New York City. \$1.25.

The lives and habits of backyard bugs and insects, many of which are to be found on the playground, are described with text and pictures in this attractively issued book. The ladybug, tent caterpillar, cricket and catydid and many others are introduced and their secrets disclosed.

Social Work Year Book 1937.

Edited by Russell H. Kurtz. Russell Sage Foundation, New York. \$4.00.

The Social Work Year Book 1937, being "a description of organized activities in social work and in related fields," is truly a master resource in the field of social work. Since the last Year Book was published in 1935, there have been far-reaching developments in the field of public welfare administration. The Social Security Act with its attendant state legislation, the advances in the field of organized labor, the continuation of the Civilian Conservation Corps, the new emphasis on a Civil Merit System, are among the many major up-to-date questions with which all citizens are faced. The treatment of such subjects by able authors gives the volume a timeliness which is difficult to achieve in a work which the editor describes as "less a year book than a concise encyclopedia." This 1937 Year Book is a valuable asset not only for social workers but to other professionals as well. It will find its way into most public libraries and should soon be consulted there by recreation executives who do not chance to have it on their own shelves.

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